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ABSTRACT

Instructional supervisors identified two problems in their field: (1) finding time to gather the many resources available these days; and (2) providing appropriate and useful supervision to teachers who span a spectrum of needs, experiences, and circumstances. To address these concerns, the 1985-86 Curriculum and Instruction Committee set out to compile a succinct, comprehensive and easy-to-use resource for busy instructional supervisors. Three major sections are included: instructional supervision, instructional strategies, and curriculum guides. Two examples of instructional supervision models--clinical supervision and cognitive coaching--are featured with descriptions. Ten instructional strategies are briefly outlined and 12 curriculum areas are highlighted. (SI)

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A PRACTICAL GUIDE FOR INSTRUCTIONAL SUPERVISION:

A Tool for Administrators and Supervisors

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Compiled by the
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Association of California School Administrators
1575 Old Bayshore Highway, Burlingame, CA 94010

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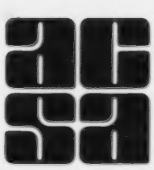
A PRACTICAL GUIDE FOR INSTRUCTIONAL SUPERVISION:

A Tool for Administrators and Supervisors



Association of California School Administrators
1575 Old Bayshore Highway, Burlingame, CA 94010
1987

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FOREWARD

In recent years researchers have been able to describe more clearly the characteristics of effective schools. While there are variations in the elements identified from study to study, strong instructional focus and leadership appear on virtually every summary. Specifically, effective instructional leaders provide regular observation of instruction and offer teachers both post-observation feedback and dialogue and follow-up support.

In carrying out this process, instructional supervisors identify at least two problems: 1) finding time to gather the many resources available these days and, 2) providing appropriate and useful supervision to teachers who span a spectrum of needs, experience and circumstance.

To address these concerns, the 1985-86 Curriculum and Instruction Committee set out to compile a succinct, comprehensive and easy-to-use resource for busy instructional supervisors. Three major sections are included: **Supervision, Instructional Strategies, and Curriculum Overviews.** Two examples of instructional supervision models are featured – clinical supervision and cognitive coaching – with descriptions written by Madeline Hunter and Arthur Costa. Ten instructional strategies are briefly outlined and twelve curriculum areas highlighted.

We appreciate the efforts of many contributors, the ACSA C&I 1985/86 regional committee members, and the assistance of Donald K. Duncan, current committee chairperson, Jodie King, ACSA director of professional development and Pat Howlett, ACSA director of communications. This handbook is truly a collaborative effort; we hope it will encourage instructional leaders to draw from a **repertoire** of skills and knowledge during the important supervision process.

Judith Norberg, Chairperson
Curriculum and Instruction Leaders Committee
1985-86

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SECTION 1

An Administrator's Guide

Two Models by
Madeline Hunter
Arthur Costa

TWO MAJOR MODELS OF DIRECT ASSISTANCE FOR INSTRUCTIONAL SUPERVISION

SUPERVISION

Model	Supervisor Role	Teacher Role	Student Role
	Strategies	**Thoughts & Behaviors**	**Responses**
CLINICAL SUPERVISION Author: Madeline Hunter **Definition** **Based on prior** in-service, a process of observation, analysis, feedback and interaction between observer and teacher to stimulate, in both, continuing professional growth in artistry and effectiveness.	**GOALS:** • Professional renewal • Analysis of professional performance/research base • Stretching excellent teaching • Professional support/remediation when appropriate **STAGES:** • In-service • Observation • Analyze script tape and plan conference • Conduct conference • Follow-up formal or informal **PRACTICES:** • In-service in research based, cause-effect relationships between teaching and learning for both teacher and observer, including observation (live and video) and labeling of productive practice • In-service in script taping, analysis and conferences techniques for observer, including observation (live and video of productive practice). • Practice with coaching in real situations in both of the above • Practice in analysis of patterns from script tape and designing conferences • Conferencing to promote transfer to future teaching with feedback and coaching	**PEDAGOGY** makes decisions related to: 1. **CONTENT** • Select curricular objectives • Include Cognitive, Affective, and Psycho motor domains • Task analyze objectives • Diagnose learners/level of difficulty and degree of complexity 2. **LEARNER BEHAVIOR** • Input and output – Multi modality – Perceivable – Validates learning 3. **TEACHER BEHAVIOR** • Effective use of strategies and learning principles which increase: – motivation to learn – rate and degree of learning – retention – transfer **THOUGHT PROCESS AND BEHAVIORS** • Analysis and synthesis in planning • Metacognition while teaching • Reflective analysis after teaching • Use all of the above to design subsequent teaching	**OBSERVABLE BEHAVIORS** Utilize enabling behaviors and resources from self teacher, other students and materials to become an increasingly successful self-directed, responsible, reflective learner.

TWO MAJOR MODELS OF DIRECT ASSISTANCE FOR INSTRUCTIONAL SUPERVISION

SUPERVISION

Model	Supervisor Role	Teacher Role	Student Role
	Strategies	**Thoughts & Behaviors**	**Responses**
COGNITIVE COACHING Authors: Arthur L. Costa and Robert Garmston **Definition:** Supervisor's application of a set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions. Strategies are also applied **outside** the clinical supervision setting.	**GOALS:** • Trusting Relationship • Facilitating Teacher Learning • Autonomy of Teacher • Instructional Improvement **STAGES:** • Preactive • Interactive • Reflective • Projective **PRACTICES:** • Diagnosing Teaching • Developmental Supervision • Evaluation/Supervision Distinctions • Conference Skills • Facilitating Development of Teacher Thought	**PEDAGOGY:** • Content decisions • Lesson designs for four families of instructional Methodology • Teaching competencies **THOUGHT PROCESSES OF SUPERIOR TEACHERS** • Reading and Flexing • Metacognition • Self-Assessment • Internal Locus of Control • Language Precision • Self-Prescription • Criteria for Judgment • Handling Multiple Classification Systems Simultaneously **BEHAVIORS** • Planning • Self Monitoring During Teaching • Evaluating • Applying Learning to Future Teaching	**OBSERVABLE BEHAVIORS** • Visual • Auditory • Kinesthetic

CLINICAL SUPERVISION: A BRIEF INTRODUCTION

Clinical Supervision is designed so as to involve the teacher and the supervisor in a process whereby a lesson can be observed (observation) and analyzed (post-conference). The model as presented here is essentially the approach developed by Madeline Hunter.

The model presupposes that the teacher and the supervisor have been in-serviced regarding the research base of effective teaching decisions. Madeline Hunter classifies all teaching decisions into three categories:

1. What content to teach next.
2. What the student will do to learn and to demonstrate learning has occurred.
3. What the teacher will do to facilitate the acquisition of that learning.

When those decisions are made on sound psychological theory, learning will be increased.

It must be stressed that without effective in-servicing regarding these decisions and a general acceptance of their research base and cause-effect relationships on the part of both teacher and supervisor, the clinical supervision model will not be effective. In fact, the model has frequently been misused and inappropriately applied. As Madeline Hunter states:

> "One of the most typical errors in supervision is the assumption that all good things must be in every lesson. Each element must be thought about by the teacher and its inclusion or exclusion be a matter of professional decision... and any observer who uses a checklist to make sure a teacher is using all elements (lesson design) does not understand the model."

The model provides a format based upon effective school research for examining the teaching act. It is not a prescription for how to teach, but rather a **teacher decision-making model** based on the best present knowledge of the science of teaching. The model is a translation of research-based theory into practice so we can describe and substantiate much of what is effective in teaching. We need to be always mindful, however, as Madeline Hunter says, "An art exists beyond that science." Madeline Hunter states:

> "Artistic performance whether in music, physical skills, or teaching, results from countless hours of practice with coaching to increase productive responses and to remediate or eliminate unproductive ones..."

> "Finally, my model demands conditional knowledge; knowing when to use each proposition and why then; that is knowing which conditions in content, student, teacher, and situation indicate that modifications are necessary. Conditional knowledge is the essence of translating science into artistry in teaching."

THE HUNTER MODEL OF CLINICAL SUPERVISION

This teacher decision-making model is based on the premise that there are no absolutes in teaching. Teaching is a relativistic situational profession. There is nothing that a teacher must always do, or never do. Consequently, the observer examines the effectiveness (appropriateness) or ineffectiveness (inappropriateness) of teaching decisions and behaviors rather than "checking" for presence or absence of any element, behavior, or strategy.

The purpose of clinical supervision is to stimulate teachers toward constantly escalating artistry, effectiveness, and efficiency, incorporating with their own personality and style those cause-effect relationships between teaching and learning that have been identified by research. Clinical supervision is a **process of constant renewal and growth.**

Clinical supervision inquires into the teachers' decisions and their implementation, interpreting them in three categories:

- Content
- Learner Behavior
- Teacher Behavior

These three decisions form the basis of the well known (or infamous!) seven elements of an effective lesson. (They were **never** called steps). Lesson design is a derivation from the teacher decision-making model. Lesson design is **not** the model. The seven elements enable a teacher to think through the designing of the lesson. The implementation of those elements becomes the physical manifestation of the quality of the teachers' decisions. **Not all elements must be in every lesson** and they should never be used as a checklist for effective teaching.

1. **Content**

   Is the content at an appropriate level of difficulty and of affective, cognitive, and psychomotor complexity so students by expending effort can be challenged, yet successful?

2. **Learner Behavior**

   Is what the student is doing enabling that student to achieve the learning, and validating for the teacher that the learning has been achieved?

3. **Teacher Behavior**

   Is the teacher most efficiently utilizing those principles that affect motivation, the rate and degree of learning, retention and transfer of that learning to new situations where it is appropriate?

Clinical Supervision as a process has four phases:

PHASE I

Adequate in-servicing of observer and teacher. In-service is essential to develop a common vocabulary and to provide the opportunity to learn about, observe (live and/or video) and practice implementation of teaching-learning, cause-effect relationships.

PHASE II

Observing and script taping a lesson. This enables the observer to play back, almost verbatim, teacher actions and subsequent student actions as they occurred in the lesson so salient relationships can be revealed. Usually, ten to fifteen minutes of observation will yield more than enough material for a growth evoking conference. This model does not recommend a pre-observational conference. A **planning** conference where the observer assists in the planning of the lesson, taking collaborative responsibility for its success is sometimes indicated.

PHASE III

Analyzing the script tape. The observer identifies and labels patterns in teacher behavior which enhance learning, or which unnecessarily use time, or which could be interfering to learning, then develops a conference plan which will be growth evoking for the teacher and which will produce the maximum positive transfer to future teaching.

PHASE IV

Conducting the conference. It is in this interaction that trust is built. As the teacher experiences the support, stimulation, information and guidance, if needed, the conference becomes a collaborative interaction between two professionals, each learning from the other.

PHASE V

Follow-up throughout the year. The observer continues with feedback and/or guided practice to stimulate and accelerate professional growth.

There is no one correct way of conducting the instructional conference or one correct objective for all conferences. A conference should be designed using the same three categories of decisions as a lesson.

Objectives may include or exclude any of the following:

A. The observer "plays back" effective teaching decisions and actions, labels them and makes sure the teacher knows the research bases for when and why they are effective, so the teacher will transfer the cause-effect generalization to future teaching situations where they are appropriate.

B. A repertoire of alternative teaching behaviors is developed for future situations. No one technique always works, skilled teachers are equipped with a "pharmacy" of alternatives.

C. The teacher reflects on the lesson and analyzes what went as anticipated. If there were "surprises," teacher and observer probe for causes and potential solutions. Sophisticated teachers can assume more responsibility for their own analysis and growth. Less sophisticated teachers are entitled to help.

D. If there were problems or a discrepancy between what the teacher hoped for and what actually happened, the observer assists the teacher to develop more productive alternatives.

E. Teacher and observer identify ways to stimulate excellent teachers to continuing and possibly new areas of growth.

All of these messages are formative. Their purpose is to stimulate escalating artistry and effectiveness. The sum of a year of such interaction constitutes a defensible basis for summative evaluation which focuses on the dynamics of professional growth.

Madeline Hunter, 1986

COGNITIVE COACHING: A BRIEF INTRODUCTION

The two developers and leading proponents of what has been termed as the "Art of Cognitive Coaching" are Arthur L. Costa and Robert Garmston, professors at California State University, Sacramento. Their model differs from other supervision models in that the focus on Cognitive Coaching is on the decisions, perceptions, and intellectual functions of teaching which are pre-requisite to the improvement of the overt behaviors of teaching. They state:

> "Current popular models of supervision are oriented toward installing and/or extinguishing certain teaching behaviors. In many training models, supervisors are taught to identify, coach, and reinforce those instructional behaviors associated with higher achievement in basic skills. Supervisors use conferencing techniques to redirect teachers toward greater use of these specified behaviors."

In contrast, Costa and Garmston define their approach as:

> "The supervisor's application of a set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions. These inner thought processes are prerequisite to improving overt instructional behavior which will, in turn, produce greater student learning."

Each supervisor needs to determine the goals which he/she has for the supervision process. Each model has its advocates and it can be argued that both clinical supervision and cognitive coaching approaches are similar in that they seek to promote greater "metacognition" (e.g., "thinking about thinking") on the part of the teachers. While the application of the clinical supervision approach seems to be concerned with a synthesis of the elements of effective instruction, cognitive coaching is more concerned with processes which will enable the supervisor to achieve the goals of:

1. Creating and managing trust
2. Facilitating teacher training
3. Developing teacher autonomy

Cognitive coaching seeks to develop a rapport between the teacher and the supervisor which will promote ongoing professional development.

COGNITIVE COACHING MODEL

The Cognitive Coaching Model describes the instructional process as having four major phases of intellectual decision making: PREACTIVE, INTERACTIVE, REFLECTIVE, PROJECTIVE. In each, the supervisor facilitates the teacher's performance of the decisions and intellectual functions of that phase.

PHASE I — THE PREACTIVE

This first phase is one of the most essential components of the teaching process: **Planning.** As supervisors we can assist the teacher by inviting him/her to exercise the cognitive functions of planning by asking the teacher to respond to such questions intended to elicit specific intellectual functions:

	Intellectual Function	Sample Question
1.	Goal Setting	"What are your goals and objectives for your lesson today?"
2.	Envisioning a teaching strategy	"What teaching strategies will you employ to achieve your goals?"
3.	Operationalizing the strategy	"How will your strategy take into consideration content, time constraints, grouping/ structuring, sequencing learning activities, repertoire of instructional behaviors, materials, etc.?"

4. Envisioning desired student behaviors — "How will you evaluate whether or not your lesson is successful?"

5. Deciding on needed assistance — "What can I, as a supervisor, do to help you?"

During this first phase, the supervisor is attempting to formulate a clear picture of some long-range outcomes which can result from a positive supervisory relationship. These outcomes include: more skilled planning, emphasis on goal-directed teaching, increased self-analysis, and the ability to learn from experience. As with all of the phases of Cognitive Coaching, the supervisor needs to keep the three major goals in mind:

1. Creating and managing trust
2. Facilitating teacher learning
3. Developing teacher autonomy

PHASE II – THE INTERACTIVE

This phase includes the actual interactions which occur as part of the teaching process. At this time, the supervisor and the teacher monitor the instruction by gathering data relative to student performance of the learning objectives, the teacher performance of the instructional strategies and the cited areas about which the teacher is wanting feedback. Some of the intellectual functions of instruction performed during the interactive phase are as follows:

1. Dealing with multiple classroom and instructional activities simultaneously. (Multiple and simultaneous classifications)

2. Using clear and precise language. (Precision of language)

3. Remembering and monitoring progress along the instructional strategy during the press of classroom interaction. (Metacognition)

4. Reading the behavioral cues coming from students and altering the instructional strategy accordingly. (Read and flex)

5. Demonstrating empathy for students. (Allocentrism)

6. Handling classroom management routines efficiently. (Routinization)

PHASE III – THE REFLECTIVE

In this phase the supervisor causes the teacher to analyze and evaluate what occurred during the lesson. A major goal is to stimulate reflection about the degree of learning that occurred as a result of the instructional activities. The supervisor invites the teacher to validate what occurred during the interactive phase and to describe causal factors which contributed to the lesson's success.

1. Probe for the teacher's intuition/feelings/effect.

2. Ask the teacher to recall the student behavior observed during the lesson to support those feelings.

3. Ask the teacher to recall the teacher's behaviors/strategies used during the lesson.

4. Present the teacher with data collected about student behaviors and seek comparison between student behavior performed and student behavior desired.

5. Present the teacher with the data collected about teacher behaviors and seek comparison between teacher behavior performed and teacher behavior planned.

6. Probe for inferences about the achievement of the purpose of the lesson.

7. Probe for explanations as to why student behaviors were/were not performed.

The supervisor strives to cause the teacher to perform the intellectual functions spontaneously with an internal locus of control. Thus, the supervisor recognizes the teacher's level of autonomy.

PHASE IV – THE PROJECTIVE

This phase has been described by Costa and Garmston as the "application phase" for it is here that the teacher abstracts the results from the analysis phase and projects into the future.

> "... The concepts and relationships derived from the analysis and evaluation stage are extrapolated in planning and interactive teaching. During this application stage, teachers formulate hypothetical statements or future plans. Hypothesis might be characterized by 'iffy' thinking: "If I were to do this lesson again, I would..."

The assumption is that the experiences and analysis which have occurred following the teaching act will be used as a basis for change when the instructor again enters into the Preactive (planning) phase. Thus, the teacher uses each lesson as a learning experience and becomes a continuing and autonomous student of the instructional process.

Art Costa, 1986

GLOSSARY

AUTONOMY – The process of self-analysis, self-evaluation and self-supervision.

BLOOM'S TAXONOMY – A hierarchy of six levels of thinking: knowledge, comprehension, application, analysis, synthesis, evaluation.

CLINICAL SUPERVISION – Based on **prior** in-service, a process of observation, analysis, feedback and interaction between observer and teacher to stimulate in each continuing professional growth in artistry and effectiveness.

COGNITIVE COACHING – A supervisor's application of a set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions. Strategies are also applied **outside** the clinical supervision setting.

CONFERENCE – A meeting of the observer and the observee to analyze a lesson.

COVERT BEHAVIOR – Unobservable learner behavior.

CRITICAL ATTRIBUTE – The unique characteristic or element of a specific learning.

EVALUATION – A summative process to judge teacher performance.

GUIDED PRACTICE – Practice monitored by the teacher.

INDEPENDENT PRACTICE – Practice without teacher assistance.

LESSON DESIGN – A step-by-step planning process for instruction.

LOCUS OF CONTROL – The location where responsibility for learning is placed.

METACOGNITION – The process of reflecting upon and evaluating our own thought processes ("thinking about thinking").

MONITORING AND ADJUSTING – Observing learner behavior and choosing appropriate alternatives when necessary.

OBJECTIVE – The expected performance level that is perceivable, measureable, validates learning and is directed toward an established goal.

OVERT BEHAVIOR – Observable learner behavior.

SCRIPT TAPING – A process used by the observer to record behavior of the teacher and the student.

SUPERVISION – A formative process designed to promote teacher effectiveness.

TASK ANALYSIS – A sequential ordering of related learning steps from easy to difficult.

TRUST – The expectancy that the word, promise and written/oral statement of another person or group can be relied upon.

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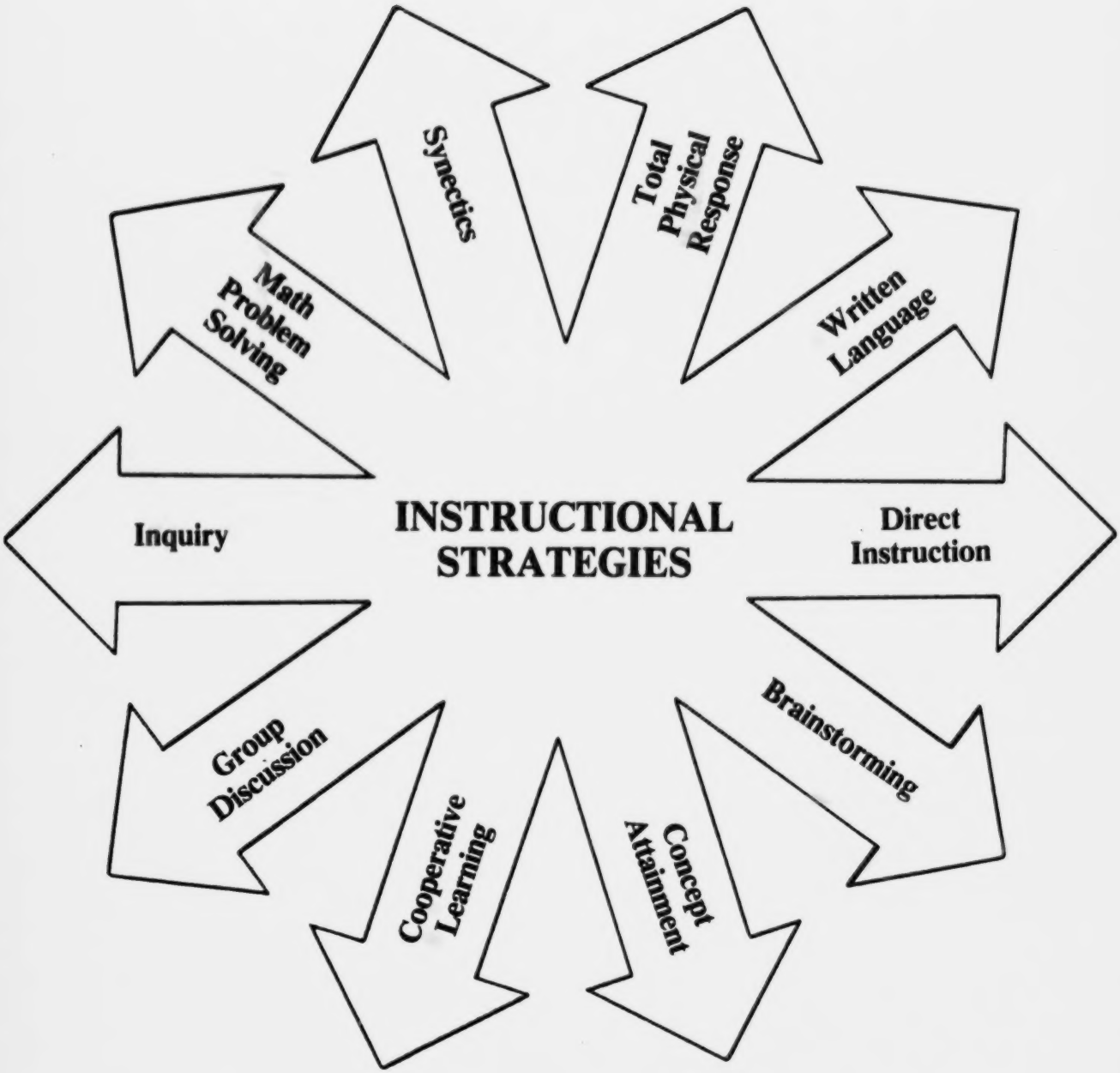
SECTION 2

TEN INSTRUCTIONAL STRATEGIES

An Administrator's Guide

Region XVII

Staff Development Committee


INSTRUCTIONAL STRATEGIES
Synectics
Total Physical Response
Written Language
Direct Instruction
Brainstorming
Concept Attainment
Cooperative Learning
Group Discussion
Inquiry
Math Problem Solving

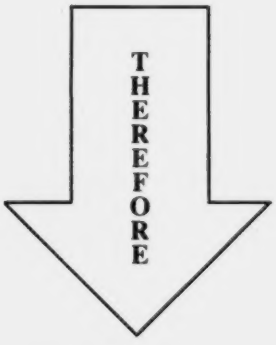
PREFACE

All examples of good teaching incorporate similar components: **Introduction, Teach/Practice, and Conclusion.** The elements of each component are organized differently to form a specific teaching strategy. The goal of effective instruction implies there is a match between the objective, the learner and the strategy selected. Strategies, however, determine the appropriate match between the content and the learner.

While acknowledging the importance of direct instruction, supervisors need to be familiar with a variety of instructional strategies, including, but not limited to, the ten strategies described in this handbook.

"This booklet was developed as a support for administrators as they assist teachers in refining and expanding their repertoire of instructional strategies. It is not meant to be used as a training manual since indepth training would be needed to master each strategy."

ACSA, Region XVII Staff Development Committee



The organization of this book includes an overview of instructional strategies and a section for each strategy which includes:

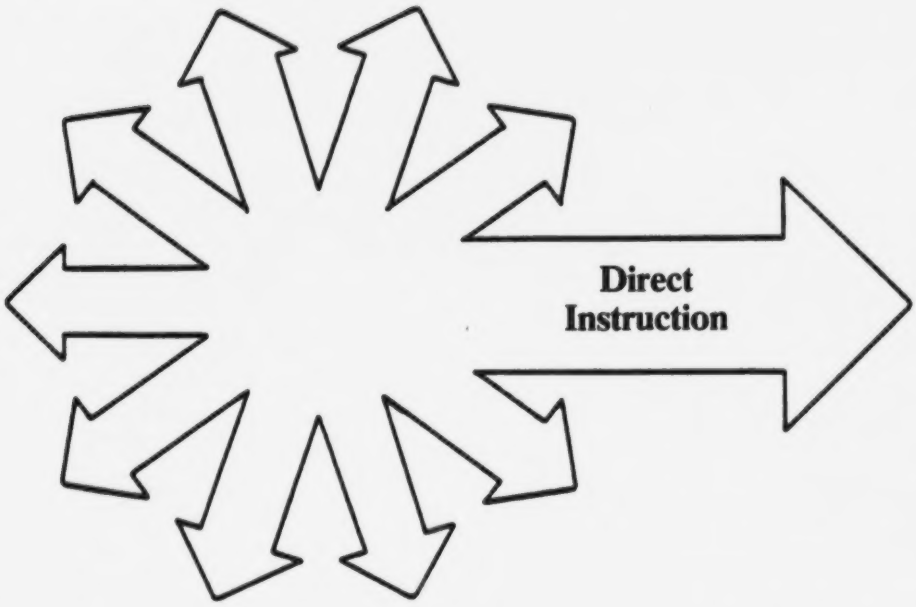
- Short summary of the strategy
- Description of the components of the strategy
- Behaviors to look for in each of the components
- Support Material
  and
- References

COMPONENTS OF INSTRUCTIONAL STRATEGIES

STRATEGIES	INTRODUCTION	TEACH/PRACTICE	CONCLUSION
Direct Instruction	• Objective of lesson	• Teacher presents lesson • Students demonstrate new knowledge for understanding	• Students relate objective of lesson
Brainstorming	• Review procedures for brainstorming session through practice	• Chairperson states problem • Group proposes ideas in "anything goes manner"	• Follow up • Evaluation
Concept Attainment	• Explanation of purpose and procedures	• Presents positive and negative examples • Students generate and test hypothesis • Hypothesis confirmed; rules and examples elicited; concept verbalized	• Analyze thinking
Cooperative Learning	• Orients students to small group procedures	• Students work in small groups to produce a group product • Teacher monitors and intervenes as needed	• Teacher elicits information and provides feedback regarding content objective and process objective
Group Discussion	• Set standards and procedures for group discussion	• Group arranged in circle • Teacher becomes part of group • Members of group discuss-listen/speak	• The group reviews the outcome of the discussion as to process and content
Inquiry	• Discuss inquiry process • Set standards	• Students work to find a possible solution for a perplexing discrepant problem • Students formulate and test theories	• Discuss the problem solving & thinking processes used to work toward a solution (metacognition)

COMPONENTS OF INSTRUCTIONAL STRATEGIES — Continued

STRATEGIES	INTRODUCTION	TEACH/PRACTICE	CONCLUSION
Math Problem Solving	• Orients students to process and thinking rather than to solutions	4 STEP MODEL • Understand a plan • Devise a plan • Carry out the plan • Look back	• Teacher elicits information regarding process
Synectics	• Activities to simulate the release of creative thinking • Anticipatory set	• Student will make simple comparisons • Student will become "The Thing" • Student will make comparisons in varied opposing ways	• Student will access their thinking • Student will discuss outcomes
Total Physical Response	• Establish low anxiety environment	• Meaning of words shown by movement or pictures • Students respond with body language first • Correct responses by modeling	• Teacher often summarizes
Written Language	• Explanation of purpose and procedures	• Prewriting - Building a data base for writing • Prompt - Giving requirement of assignment • Precomposing - Generating ideas specific to the prompt. Providing form and writing model (defining, modeling, framing, planning) • Writing - Emphasizing fluency on rough draft • Sharing - Utilizing pairs, group, whole class • Revising - Adding, subtracting, rearranging • Editing - Imposing correctness • Rewriting - Polishing the final draft	• Evaluation based on a rubric



Direct Instruction is a strategy whereby the teacher presents new material in small increments checking for students' understanding, and then provides guided practice with the teacher assisting individual students. This approach is particularly effective for introducing a new skill or for mastery of knowledge in a content-based course. Students demonstrating mastery of the material presented will be able to do independent practice in class or as homework.

DIRECT INSTRUCTION

INTRODUCTION

Standards

In this first part of the lesson, the teacher establishes behavioral expectations and informs students about the materials that will be needed to successfully participate.

Behaviors to look for:

1. Students demonstrate an awareness of classroom expectations.
2. Necessary materials are noted by the teacher, with any handouts prepared in advance.
3. The lesson is begun promptly, delaying housekeeping chores until students are working independently.

Anticipatory Set

The Anticipatory Set gives the teacher the opportunity to prepare students mentally for the lesson by stating the objective(s) of the lesson and relating it to past learning or life experiences.

Behaviors to look for:

1. The teacher makes a clear statement telling what the experiences for the day will be.
2. The objective for the lesson is noted in clear behavioral terms.
3. In order to promote transfer, the teacher relates the new learning to prior activities or real life experiences. This can raise student motivation by creating personal interest.

TEACH/PRACTICE

Teach

The purpose of the Teaching segment of the lesson is to provide students with new information or a skill through direct input in the form of a lecture, film, demonstration, reading, or some other form of direct instruction.

Behaviors to look for:

1. The direct instruction provides a specific explanation of the new learning, with particular attention given to critical attributes.
2. The lesson seems to be of the appropriate level of difficulty for this class.
3. The material presented is directly related to the stated lesson objective.

4. The teacher models the new learning at the application level through sample problems, examples, and/or application to real life situations.

5. The teacher asks many group and individual questions to be sure students understand the new learning.

Guided Practice

At this point, students are given an opportunity to demonstrate a fundamental grasp of the new learning through application of the knowledge or skill presented.

Behaviors to look for:

1. The guided practice activity gives students an opportunity to apply the knowledge or skill taught in an overt manner, so that the teacher can check the mastery level of each individual student through direct observation.

2. The teacher provides individual corrective help where needed, and even reteaches parts of the lesson most students seem not to understand.

3. The teacher monitors individual student progress by circulating around the area and checking success levels.

4. The guided practice is directly related to the lesson objective and particularly the models given by the teacher in the Teaching Segment.

CONCLUSION

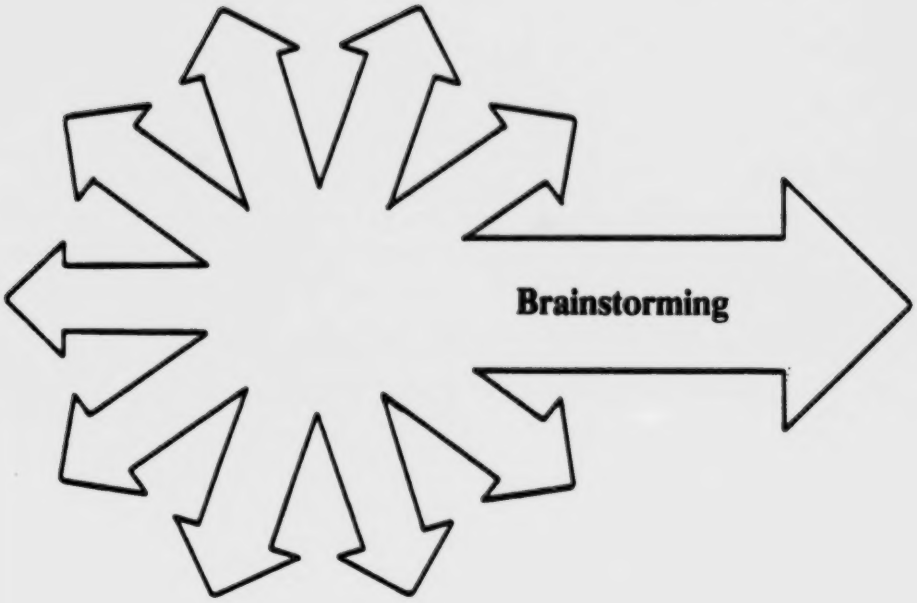
Closure

To summarize the lesson, the teacher asks students questions or provides activities pertaining to the critical attributes of the new learning to assure the lesson objective has been met.

Behaviors to look for:

1. Through a series of questions or activities, the teacher will assist the student to focus on the most important aspects of the new learning, demonstrating mastery.

2. Students show confidence in being able to do similar work independently.



Brainstorming is a group activity in a formal setting designed to promote lateral thinking.* It is particularly useful when students are first getting use to the idea of lateral thinking. In itself it is not a special technique but a special setting which encourages the application of the principles and techniques of lateral thinking while providing a break from the rigidity of vertical thinking. The main features of brainstorming are:

- Cross stimulation
- Suspended judgment
- Formality of setting

These three features encourage students to generate and express their own thoughts without reference to the criticism of others.

*Lateral thinking is defined as the process of using information to bring about creativity and insight restructuring.

BRAINSTORMING

INTRODUCTION

Warm-up

A ten-minute warm-up session sets the tone for the main session. A simple problem is proposed. The warm-up session demonstrates the type of ideas that may be offered and shows that evaluation is excluded. The warm-up session provides time for the chairperson and notetaker to become clear about their roles.

Behaviors to look for:

1. Teacher or chairperson reviews format of brainstorming session.
2. Teacher or chairperson reviews the concept of suspended judgment.
3. Chairperson proposes a simple problem to brainstorm.
4. Chairperson performs the same duties as in the main session.
5. Note taker performs same duties as in main session.
6. Chairperson ends session after 10 minutes.

TEACH/PRACTICE

Main Session

After the ten-minute warm-up, chairperson states the problem for brainstorming in the main session. Members of the group propose ideas in an "anything goes" fashion.

Behaviors to look for:

1. Groups are usually between 6 and 15.
2. Chairperson stops people trying to evaluate and/or criticize.
3. Chairperson facilitates the flow of ideas.
4. Note taker records all ideas as expressed.
5. Chairperson sees that note taker is doing his/her job.
6. Notes are in a form **immediately readable** by the audience.
7. Chairperson ends session at end of set time or if session is lagging.
8. Tape recorder may be used in addition to, but must not replace the note taker.

CONCLUSION

Follow-up

Participants have a means for submitting further ideas once the session is over.

Behaviors to look for:

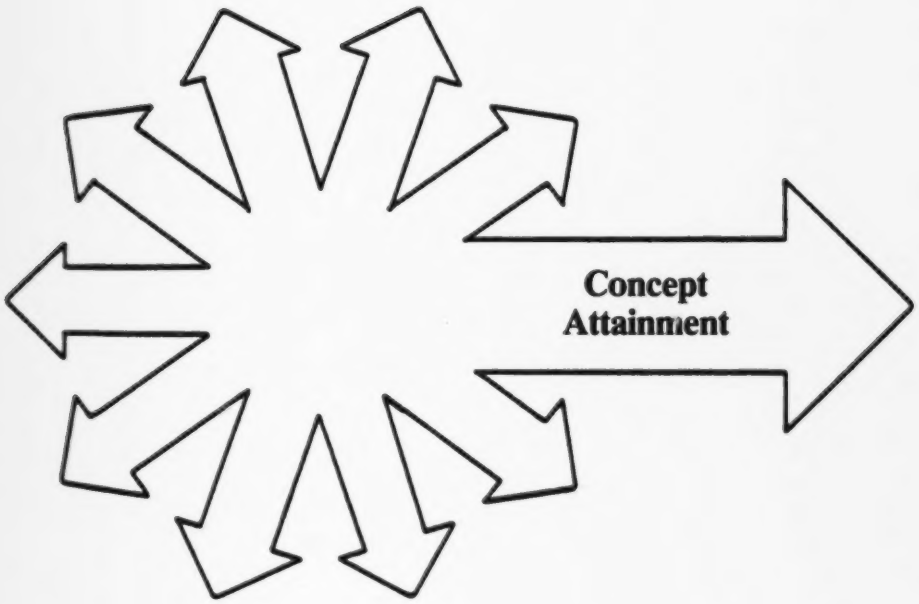
1. Chairperson asks for participants to submit further ideas in writing by a certain deadline.
2. Ideas are posted or duplicated for participants to review.

Evaluation

Carried out later by the same group or a different group. The list of ideas is sifted to extract the useful "ore."

Behaviors to look for:

1. Chairperson of evaluation group reviews purpose of evaluation.
2. Group discusses and lists.
   - Ideas of immediate usefulness
   - Areas for further exploration
   - New approaches to the problem
3. Evaluation group reports findings to brainstorming group.



In this strategy the student learns to develop concepts by identifying categories and critical attributes. During the strategy, the teacher gives positive and negative examples of the unstated concept after which the student(s) develop and identify a hypothesis, then state and test the hypothesis, then state and test the concept. Following the activity, the class participates in a debriefing to analyze their own thinking process.

The strategy may be used in a compact form to introduce a lesson, thus providing motivation for the instruction of the lesson. However, by increasing the complexity of the concept, the strategy and debriefing may take a much longer period of time.

CONCEPT ATTAINMENT

INTRODUCTION

The purpose of the introduction is to briefly explain the structure of the strategy without giving much direct instruction.

Behaviors to look for:

1. The teacher explains to students that they will be shown positive and negative examples of an undisclosed concept, after which the students are to develop a hypothesis and test it on other unlabeled examples.

2. Necessary examples assembled by the teacher are available as well as the means by which to make them visible to the students.

TEACH/PRACTICE

During this section the teacher presents and identifies 2-4 positive and 2-4 negative examples of the concept. if the students are not able to develop a hypothesis, the teacher presents and identifies more examples. Students will state a hypothesis of a concept and test it on additional examples. The teacher confirms the hypothesis, names the concept and restates the definition. Students generate additional examples.

Behaviors to look for:

1. Teacher's examples are clear and large enough for entire class to see.

2. Teacher does not prompt, but only identifies initial examples as positive or negative.

3. Teacher elicits from students a definition reflecting the essential attributes of the concept and rules that may go along with the concept.

4. Teacher provides unlabeled examples for students to test hypothesis and motivates them to generate examples.

5. Teacher confirms hypothesis or redirects thinking.

CONCLUSION

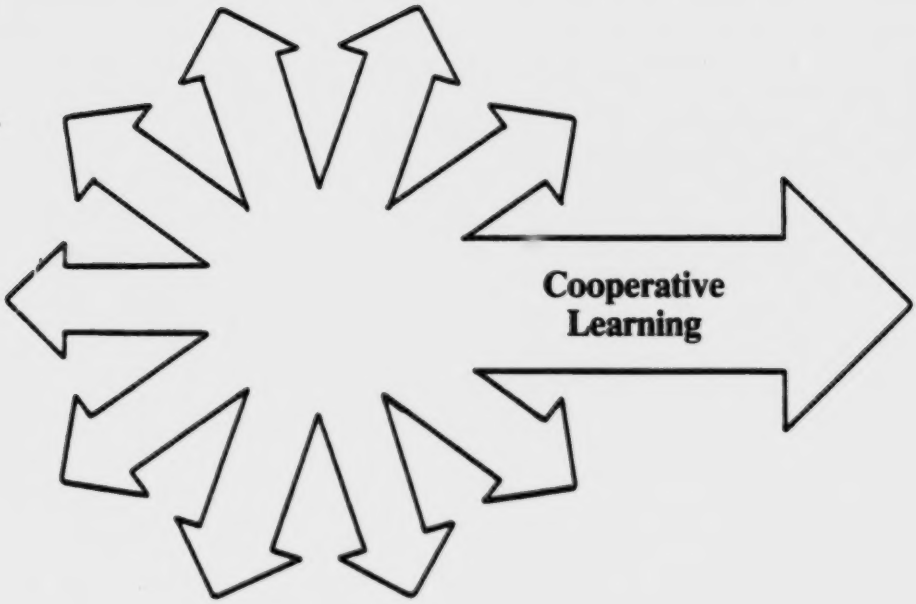
This section is the metacognition process where the teacher encourages students to describe their thought processes and to relate the learning to past or future curriculum.

Behaviors to look for:

1. Teacher encourages all students to analyze their thinking by asking questions. (ex.-
When did you first think you had an appropriate hypothesis? What made you think so? What did you think when that proved to be incorrect?)

2. Teacher leads discussion comparing appropriateness of correct hypothesis and attributes with other hypothesis.

3. Teacher relates learning process and/or hypothesis with past or future curriculum.



Cooperative learning is a systematic model which promotes increased use of the greatest untapped resource in education: the students. Instructional activities in any classroom are conducted under different goal structures. The goal structure of the situation in which learning takes place promotes students working alone or in groups. The relationship of students working in groups is either competitive or cooperative. Cooperation exists when students perceive that they can reach the goal if, and only if, other students can reach the goal also. Cooperative learning is a model for helping teachers work with students in beneficial productive groups. Its procedures are appropriate for all levels and content areas. Five underlying principles of cooperative learning are: distributed leadership, heterogeneous interdependence, social skills groups, positive acquisition and group autonomy.

COOPERATIVE LEARNING

INTRODUCTION

> The purpose of the introductory time period is to orient students to all the procedures involved in small group work and to focus attention toward the content objective and the process objective.

Behaviors to look for:

1. The teacher defines cooperation operationally by eliciting, from the students, specific behaviors which are appropriate within the learning groups (process objective).
2. The teacher clarifies group size, location and individual roles.
3. The teacher explains learning task clearly and distributes materials efficiently (content objective.)

TEACH/PRACTICE

> During this time period the teacher presents any needed input to the large group and checks for understanding. Students then form groups, as directed, and begin the learning task. Generally there is group and individual accountability in relation to that goal.

Behaviors to look for:

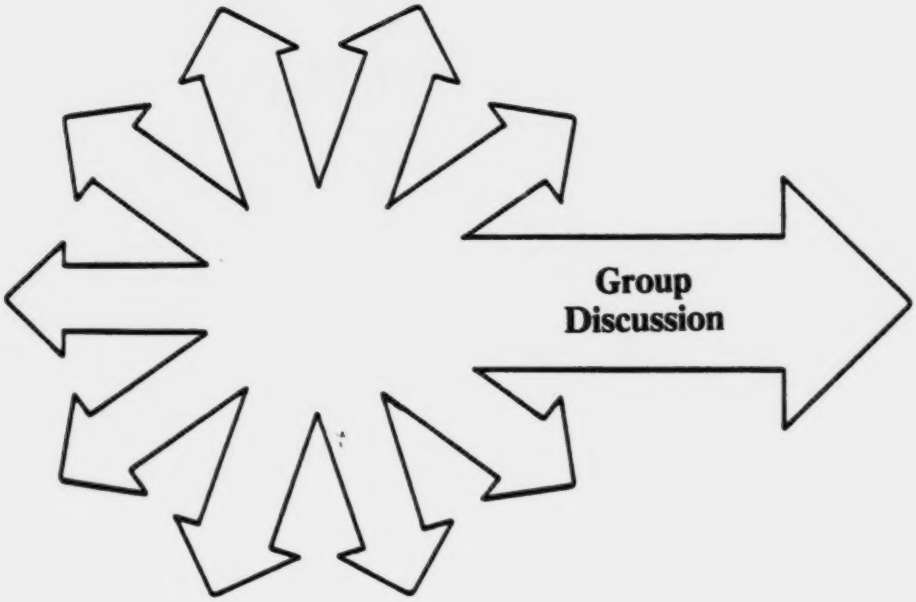
1. Students are in groups ranging from 2-6 and involved in the learning task. (The shorter the period of time available the smaller the learning group should be.)
2. Students are clear about the learning task and how they will be held accountable both individually and as a group.
3. The teacher has obviously taught (given input and provided practice) the group roles called for in this particular learning task, i.e., observer, checker, recorder, questioner, encourager, etc.
4. Students are aware of their positive interdependence (sink or swim together) and expect each member to do his/her work, help others do better, learn specific information, and/or produce a group product.
5. Teacher monitors continually, intervening only if necessary, in relation to the content objective.
6. Teacher has obviously taught (given input and provided practice) the collaborative/social skills needed by this grade level for this task.
7. Teacher intervenes reluctantly in relation to group process, always being aware of the efficacy established by group autonomy.
8. If intervention is needed for either the content or group process, teacher uses questions to encourage student solutions to problems.

CONCLUSION

It is very important to **allow time** at the end of the lesson to discuss how well the group worked together. Closure in relation to content comes first and then closure in relation to process. Teacher provides feedback in relation to both objectives also.

Behaviors to look for:

1. Teacher stimulates student analysis of progress made toward both content objective and process objective.
2. Teacher gives feedback to students regarding progress toward both content objective and process objective.
3. Students are held accountable individually and by groups.



The Group Discussion strategy has a twofold purpose:

1. Teach new concepts and clarify information, and
2. Develop interpersonal skills. The Group Discussion strategy provides participants with the opportunity to:
   - Express their own views
   - Hear the views of others
   - Form a group concensus or an individual opinion of the topic discussed.

There are two basic kinds of Group Discussion:

- **Closed –** Members of the group work together to a common consensus.
- **Open –** Members of the group share ideas and information and then form an individual opinion.

GROUP DISCUSSION

INTRODUCTION

Before the discussion begins the topic to be discussed is researched by the teacher to build adequate background for leading the discussion. The kind of discussion, open or closed, is determined and group size is planned (several groups of 4-12 members). An atmosphere of openness is established by reviewing group discussion standards, and the room is arranged to provide eye contact for members of the groups.

Behaviors to look for:

1. The teacher defines the purpose of the Group Discussion.
2. The teacher establishes and maintains the necessary structure (small groups 4-12, room arrangements for eye contact).
3. The teacher establishes and maintains necessary standards. The participant will:
   - Focus comments on discussion topic.
   - Speak and listen in a conversational pattern.
   - Restate or paraphrase another's comments when necessary.
   - Respond meaningfully to another's comments by accepting or rejecting with support.
   - Accept other people's ideas even when he/she disagrees.
   - Summarize the discussion indicating own feelings.

TEACH/PRACTICE

Once the room is properly arranged and the standards and structure established, the discussion topic is introduced. The teacher becomes a listening, speaking part of the groups and intercedes only to refocus or help the groups come to closure.

Behaviors to look for:

1. The teacher introduces the discussion topic.
2. The teacher poses questions to initiate the discussion.
3. Students are provided an opportunity to individually think about the discussion questions.
4. Students share ideas on the discussion questions in their groups (4-12 members).
5. The teacher conducts a discussion with the total group so members can express their views, and hear the views of others.

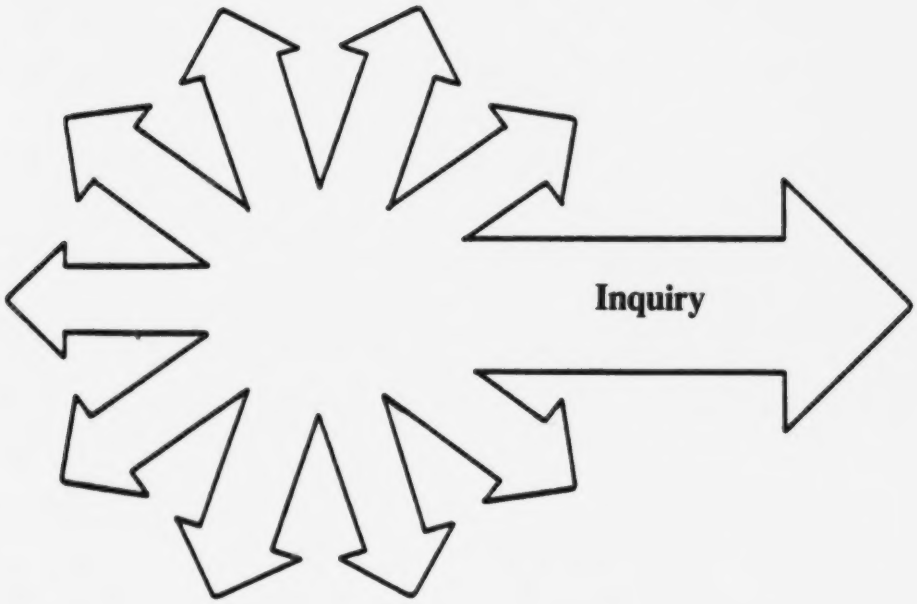
CONCLUSION

The teacher asks questions to assist the students to come to group consensus or individual consensus. The teacher and the student assess orally or in writing the Group Discussion process and their contributions within the group.

Behaviors to look for:

1. The teacher "signals" the conclusion of the discussion by statements such as: "Take a minute to summarize the information and ideas you have heard today. Compare your thinking with the thinking of another member of the group. Summarize the ideas discussed and share the summary with your neighbor."

2. The teacher assists the students in assessing the group process by asking questions such as: "What information did you learn or share in the discussion today?" "How did the Group Discussion process help you?" "Hinder you?" "Was the group size appropriate?" "Was the discussion topic meaningful?" etc.



Inquiry is a teaching strategy designed to enable students to apply a range of problem solving and thinking behaviors when confronted with a perplexing situation, the solution to which is not readily known. As an outcome of this strategy, students should be able to increase their abilities to autonomously build and test explanations/theories for problems in various curriculum areas and discuss the functions and limitations of problem solving processes and strategies.

INQUIRY

INTRODUCTION

As an introduction, the teacher leads a discussion on inquiry process and sets the standards for the interactions between the students and teacher.

Behaviors to look for:

1. The teacher leads a discussion on the process and strategies that can be used when confronted with a problem for which you have no solution.

2. The teacher establishes a stress-free, non-judgmental environment.

3. The teacher maintains an atmosphere where students are responsible for building and testing their own explanations and theories, determining what data they need, and how to collect and use the data.

4. The teacher tells the students they will not be called on for a response, but it is their responsibility to seek their own information and volunteer their responses when they are comfortable.

5. The teacher establishes a structure where only one person is speaking at a time, unless they decide to have "conference" where free flow discussion is allowed for a short period of time.

TEACH/PRACTICE

In the teach/practice section of the lesson, the students interact with the teacher and a variety of resources to work toward a solution to a perplexing problem that calls for generating data, using data, formulating hypothesis, and testing hypothesis. The teacher acts as a facilitator of the process rather than as a provider of direct instruction, therefore the students do most of the talking.

Behaviors to look for:

1. The teacher poses or identifies a problem that is not explainable with the student's present store of knowledge, expectations, beliefs, or predictions.

2. The teacher maintains a non-judgmental environment.

   - uses neutral verbal and non-verbal behaviors
   - accepts all students' theories of explanations
   - resists stating his/her explanation or solution to the problem

3. The teacher maintains an atmosphere where students are responsible for building their own explanations and theories, determining what data they need, and collecting and using the data.

4. The teacher facilitates students' acquisition of needed information and data.

5. The teacher uses strategies such as: clarifying, acknowledging, probing for students' data, and probing for students' awareness of processes and data sources.

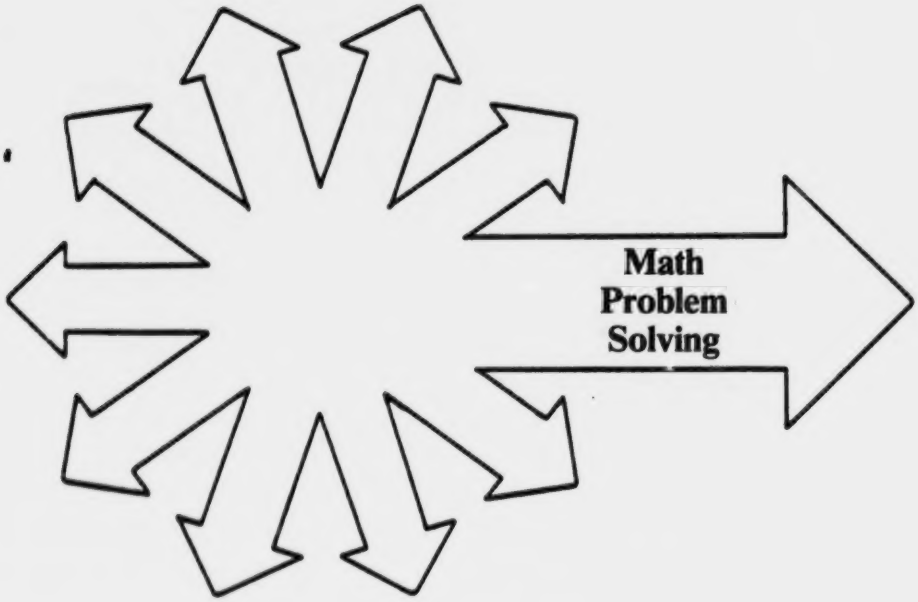
CONCLUSION

At the conclusion of the inquiry interaction, the teacher leads a discussion on the processes the students used to work on a solution to the problem.

Behaviors to look for:

1. The teacher leads a discussion about the problem solving and thinking behaviors the students used in order to facilitate their conceptualization of thinking processes (meta-cognition).

2. The teacher does not try to lead the students to a conclusion or solution to the problem.



In this strategy, the teacher uses a **model** for problem solving to teach students **HOW** to approach challenging verbal/non-verbal, oral/written, concrete/symbolic situations in Math. The **PROCESS** of problem solving, not the solution, becomes the focus and teaching students to think is the objective. Inherent in all problem solving models are the basic concepts of **problem or task clarification, deciding on a plan, working the plan,** and **looking back** to evaluate the plan and interpret the results.

MATH PROBLEM SOLVING

INTRODUCTION

> The purpose of the introduction is to lower anxiety and to focus students on the problem solving model as a thinking process, a way of thinking rather than solutions or answers.

Behaviors to look for:

1. The teacher clearly states expected behaviors regarding student involvement, thinking, risk taking, and positive non-judgmental response to contributions of others.

2. The teacher orients students to problem solving model as a process immediately by using a warm-up activity which focuses on **process** and **thinking** rather than solutions or answers.

   - Problem
   - Decide On A Plan
   - Working the Plan
   - Looking Back

3. The teacher diagnoses students in relation to the four steps in the model of problem solving.

4. The teacher assesses previous experience and knowledge of developmental terms used in logical thinking such as "some," "all," "not all," "same," "either/or," and "intersection."

TEACH/PRACTICE

> During this section the teacher uses Inquiry as a teaching strategy to guide the student through the use of the 4-step problem solving model.

Behaviors to look for:

1. The teacher uses strategies to help students **clarify the problem** BEFORE encouraging any student to decide on a plan.

2. The teacher has obviously **taught** and modeled strategies for problem solving in previous sessions and helps students choose from this repertoire.

3. The teacher is continually supportive as students carry out their plans. Students feel safe enough to risk and are still encouraged toward carefully thought out processes.

4. The teacher directs students to "look back" in order to evaluate their plan and interpret the results.

5. The teacher has substantive interaction with students and encourages student-to-student interaction.

6. The teacher uses open questions, refocusing question, clarification questions, verification questions, and closed questions in a timely manner throughout lesson and/or small group work, calling for "support" for student decisions.

7. The teacher guides **students** toward **"quality"** questions as they (students) gather relevant information from reliable sources in order to solve the problem.

CONCLUSION

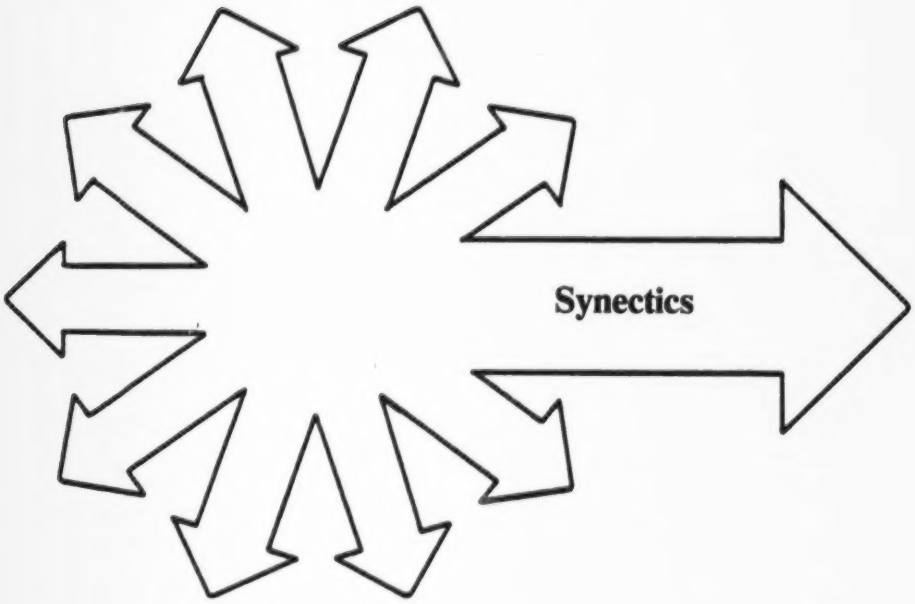
The section gives the teacher feedback regarding the knowledge, comprehension, application level of the four-step problem solving model.

Behaviors to look for:

1. Teacher elicits information regarding **process**, i.e.: the four step model of problem solving, focusing on the strategies that proved to be most effective in a particular situation and with a unique kind of problem continually expecting support for the conclusions drawn by students.

2. Teacher might require students to list each of the four steps of the problem solving model with an example from the current lesson illustrating that step.

3. Teacher directs students to use the problem solving model in a real-life situation and report its effectiveness or ineffectiveness to the class.



Synectics is the process for releasing creative potential and assisting the student in becoming a creative problem solver. Synectics uses analogy and metaphor to compare similarities and differences between unrelated topics. Three types of comparisons are: **direct analogy**/simple comparison, **personal analogy**/"becoming the thing," and **symbolic analogy**/compressed conflict.

SYNECTICS

INTRODUCTION

To begin the Synectics lesson stretching exercises are often used as a "pump primer" for creative thinking by looking at familiar things in totally new and different ways — "Making the familiar strange and the strange familiar."

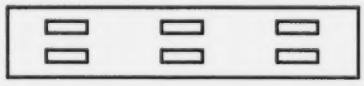
Example:

Which is funnier — 3 or 4?

Which is rounder — honey or jam?

Which is angrier — kitchen or front room?

What could this be?



Behaviors to look for:

1. The teacher sets the guidelines for this session indicating that:

   a) There is no right or wrong answer.

   b) All answers will be acceptable.

2. The teacher uses drawings, objects, or familiar items to stimulate creative thinking.

3. The teacher models or demonstrates possible responses.

4. Student responses may be utilized in a variety of ways.

TEACH/PRACTICE

Once students are able to break old mind sets and exhibit flexibility of thought, they are ready to move deeper into their own creative reserves through the three steps of the metaphoric process — Direct Analogy, Personal Analogy, and Symbolic Analogy. The teacher spends an entire session on one type of analogy or moves sequentially from Direct to Personal to Symbolic — depending on desired outcomes.

Behaviors to look for:

1. The teacher provides input on one form of analogy — Direct, Personal, Symbolic, or all — depending on desired outcomes.

2. The teacher provides a variety of examples.

3. The teacher elicits multiple responses.

4. The teacher provides individual or group activities which may be oral or written.

CONCLUSION

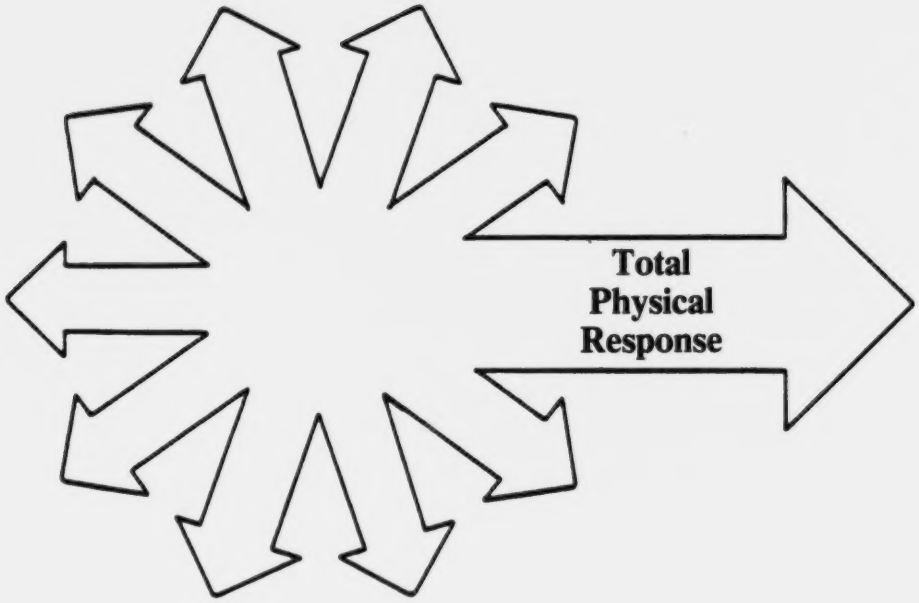
The teacher and students discuss outcomes of the Synectic Process. Students assess their own thinking metacognition.

Behaviors to look for:

1. The teacher leads a discussion on outcomes of the Synetics lesson.

2. The teacher assists students in analyzing their own thinking by asking questions such as "When did you experience new thought?" "What specific activities helped generate new thought?" "Describe how the flow of creative energy felt." "What activities would you want to do more of?"

3. The teacher generates a homework assignment where students will apply steps in the process outside of class and report back.



T.P.R. is a strategy for teaching oral language whereby students will speak when ready thus promoting greater retention. In this approach, understanding of the spoken language through student's body movements is a key element. Once speaking begins the communication is uninterrupted by corrections and many terms may be introduced. The T.P.R. strategy is used with limited English speaking students.

TOTAL PHYSICAL RESPONSE — T.P.R

INTRODUCTION

This part of the lesson allows the teacher the opportunity to prepare students and set the proper environment for an oral language lesson.

1. Teacher establishes a low anxiety environment by encouraging students to volunteer only when they feel ready.
2. The lesson is organized around a simple objective even though many new terms are introduced.

TEACH/PRACTICE

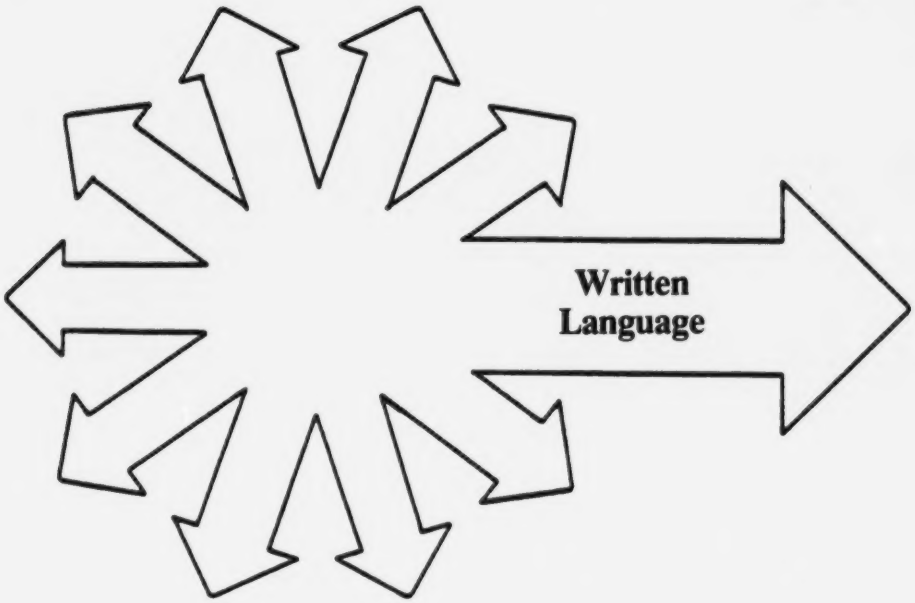
The purpose of this part of the lesson is for students to act out spoken language through body movements whenever possible as well as orally stating the terms if they are ready.

1. The teacher does most of the talking at the beginning.
2. The teacher corrects responses by modeling the correct pronunciation.
3. Teacher maintains a low anxiety environment by being friendly and encouraging students to respond.
4. In early stages of development the teacher allows for long, silent periods.
5. To perceive the meaning of commands while hearing the language, the teacher acts out by body movements followed by students moving.
6. As commands become more complex, visual aids are used to enrich student's vocabulary.
7. Student's work may be totally oral or a limited amount may be written work.

CONCLUSION

To summarize the lesson, either the teacher and/or students relate the critical attributes.

1. The teacher provides a quick summary of the lesson if the students are in the early stages of development.
2. As the students progress, they are able to verbalize what they learn.



The California Writing Project Model for teaching composition is a model based on the concept that writing is a circular process that begins with pre-writing and continues through the stages of precomposing writing, sharing, revising, editing, rewriting, and evaluating. It is the teacher **guiding** students through this eight step process which improves students' competencies as writers not the increased number of writing "assignments." Therefore, a well orchestrated process is stressed over the number of written products produced. The process of producing one product may extend over a period of several days to two weeks. It is important to recognize that this is not a linear process proceeding directly from one step to the next, but is rather a process where students may work back and forth between the steps until the product is complete. Also, all writing assignments do not have to be taken through the revising, editing, and rewriting phases of the process.

WRITTEN LANGUAGE

INTRODUCTION

Since in this model writing is a process that may extend over many class sessions the introduction may vary according to the place in the process at which the students are presently working.

Behaviors to look for:

1. The teacher discusses the objective of the writing assignment including purpose, domain, and audience.
2. The teacher assures that the students are aware of the expectations for behavior and interaction.

TEACH/PRACTICE

Prewriting

This is the first step in the process where the teacher constructs activities and experiences which lead students to generate ideas and foster thinking. Activities might include brainstorming, clustering, discussion, various concrete experiences viewing films, reading, etc.

Behaviors to look for:

1. The teacher establishes a non-judgmental environment.
2. The teacher provides all students an opportunity to generate ideas.
3. The teacher facilitates activities that will stimulate student thinking and builds fluency about a general topic.

Prompt

Following the prewriting activities, the teacher then gives specific directions for the writing task. The directions should include what is required in terms of fluency, form, correctness, and what is expected in the content of the final piece of writing. The prompt should provide clear criteria for evaluation. At this time the teacher may choose to also present the RUBRIC. The RUBRIC is a set of guidelines for scoring the assignment, which is based on the prompt and specific in respect to the content, form and mechanics required in the assignment.

Behaviors to look for:

1. The teacher provides clear criteria both orally and in written form.
2. The teacher allows an opportunity for students to clarify questions about the assignment.

Precomposing

After the students have had an ample prewriting experience and the prompt has been given, the teacher then structures activities and experiences to help students generate ideas specific to the prompt. It is the teacher's responsibility to aid students in developing a writing plan. The teacher provides opportunities for clustering, mapping, outlining or any other method which is effective in helping students organize data for the specific assignment. It is also important that the teacher provides the students with models of what they are expected to create.

Behaviors to look for:

1. The teacher provides the students with one or more pieces of writing that can be used as models for this assignment.
2. The teacher may provide frames as models for the form of the assignments.
3. The teacher provides opportunities for the students to expand their ideas and vocabulary around the specific prompt.
4. The teacher provides opportunities for the students to organize their ideas around guidelines in the prompt.

Writing

Now the students are ready to develop the ideas from **Prewriting** and **Precomposing** into a form. This is the first draft stage and it is important that the teacher stresses fluency and removes as many constraints and stress factors as possible.

Behaviors to look for:

1. The teacher maintains a low stress environment.
2. The teacher emphasizes fluency on the first draft rather than focusing on mechanics and grammar.

Sharing

When the students' first drafts are completed, the teacher needs to provide an opportunity for students to read and comment on one another's writing. The role of the teacher may vary at this stage from being a respondent in a sharing group to moving from group to group to monitor and provide feedback on the quality of student's responses.

Behaviors to look for:

1. The teacher provides an opportunity for students to interact with several types of sharing groups throughout the year (i.e., pairs, groups of 3 to 5, whole class and individual student/teacher conference.)
2. The teacher **teaches** students how to provide appropriate response in a sharing group.
3. The teacher provides the students a list of guide questions and comments to direct students in their feedback to each other.
4. The teacher designs a structure for holding students accountable for the quality of their performance in sharing groups.

Revising

The teacher needs to provide guidelines for students to effectively use the feedback they received in their sharing groups to reassess the quality of their work. Students should be given models that will help with the revisions.

Behaviors to look for:

1. The teacher instructs the students on how to use the feedback received in their sharing groups to decide:
    1. What to take out (what is unnecessary)
    2. What to add (interest, clarity)
    3. What to substitute (suggestions on words, phrases, examples)
    4. What to rearrange (logical sequencing, order of presentation)
2. The teacher provides the students with copies of the prompt and possibly the rubric.

Editing

At this stage of the process, the students edit their papers for correct punctuation, grammar and form.

Behaviors to look for:

1. The teacher provides the students with specific correctness requirements and resources to aid them in making corrections.
2. The teacher may set up support systems such as editing partners.

Rewriting

Students now compile all of the changes made in the revising and editing stages into the next draft of their paper. Since the writing process is circular, this may not be the final draft. The student may want to receive further feedback from his peer sharing group and make other revisions before completing the writing assignment.

Behaviors to look for:

The teacher provides a system for students to receive further feedback, if necessary, on all drafts of the paper leading up to the final draft.

CONCLUSION

Evaluating

When the final paper is turned in to the teacher, it is scored based on the same rubric the students used in the editing and revising stages of the process.

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Written Language

Handbook for Planning an Effective Writing Program: California State Department of Education, P.O. Box 271, Sacramento, CA 95802

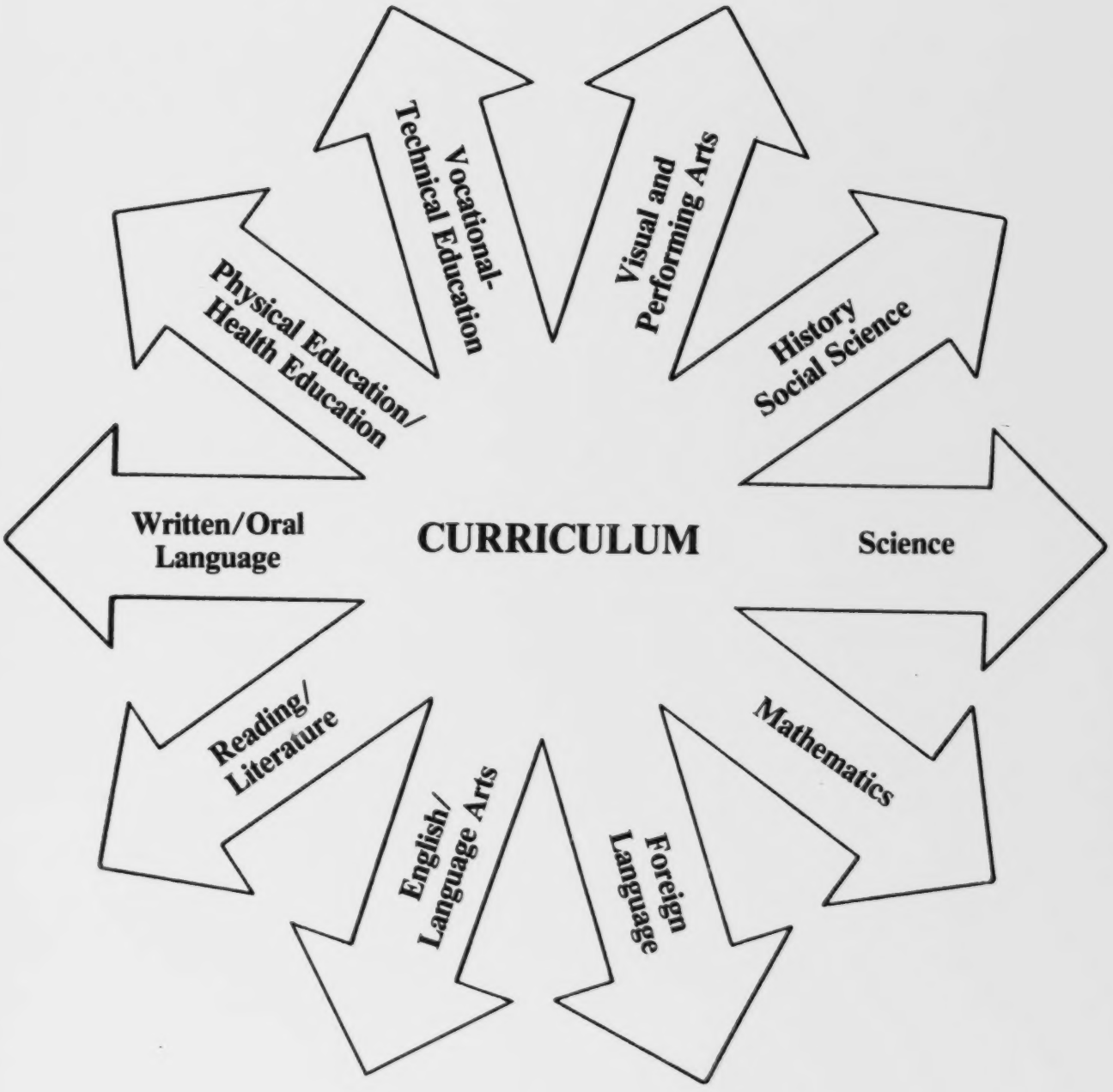
The written language process described in this handbook is based on the California Writing Project. General information about this project may be secured from:

Instructional Services Section
California State Department of Education
721 Capital Mall
Sacramento, Ca 95814
Telephone: (916) 322-3284

SECTION 3

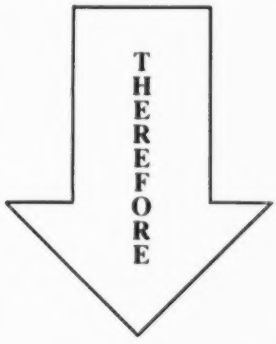
An Administrator's Guide

State Curriculum and Instruction
Leaders Committee
Association of California School Administrators


CURRICULUM
Written/Oral Language
Reading/ Literature
English/ Language Arts
Foreign Language
Mathematics
Science
History Social Science
Visual and Performing Arts
Vocational-Technical Education
Physical Education/ Health Education

PREFACE

Administrative observations of teaching generally view similar components: **Teacher Behavior, Student Assignments, and Student Behavior.** The components of any lesson may be organized differently to form a specific learning experience for the learner. The goal of effective supervision implies there is a match between the objective, the learner, the teaching strategy selected and the structure of the curriculum that is taught. The specific nature of each subject area of the curriculum influences the organization of the lesson and the behavior interaction between the teacher and the learner.



This section is designed to be a reference for administrators in refining and expanding their instructional decision making skills in content areas. Supervisors will find this guide a helpful review in conducting a classroom lesson observation and the follow-up conference. For more comprehensive information, instructional supervisors are encouraged to refer to frameworks, Program Quality Criteria, and related materials cited in the bibliography.

Organization of this section includes the developmental Steps of the Learning Cycle and specific information for twelve subject areas of the curriculum:

- **Questions To Ask** (relating to teacher behavior, student assignments and student behavior)
- **Curricular Attributes**
- **Reference**

Elementary (1985) and Secondary Program Quality Criteria (1986), published by the California State Department of Education provides the basis for these guidelines.

STEPS OF THE LEARNING CYCLE

1. **Connections to previous learning**
   Students are prepared for the new content by a review for continuity with previous learning and a check for knowledge of the prerequisites to the new content.

2. **Advance organizer**
   Students are provided with written or verbal advance organizers, such as the purpose and objectives of the lesson, some ideas of what will be learned, activities and assignments to be used, and so forth, further prepare the students for the new content.

3. **Content**
   The content is introduced.

4. **Application**
   Students participate in interactive learning activities suited to the content.

5. **Guided practice and feedback**
   Students use the new content with guidance and feedback.

6. **Independent work**
   Students work independently with the content.

7. **Transfer to other knowledge and skills**
   Students transfer the content to other knowledge and skills

READING/LITERATURE

K-6

QUESTIONS TO ASK

Is the **teacher**:

___ teaching an objective that relates to a necessary learning of reading?
___ expressing and modeling an enthusiasm for reading?
___ using a written assignment to focus upon meaningful practice, enrichment, application or critical thinking?
___ designing student assignments which emphasize reading for meaning?
___ including major literature as an integral part of the regular reading program?
___ introducing new vocabulary on a regular basis?
___ including instruction on the origin and history of words?

Does the **assignment** engage students in:

___ discussing what they are reading with the teacher and one another?
___ writing about what they are reading?
___ using non-workbook activities to develop comprehension skills?
___ learning and using new vocabulary in their reading, writing, speaking and listening?
___ developing their high level thinking skills through analysis, synthesis and evaluation of what they are reading?

Are the **students**:

___ engaged in skill activities in the four levels of comprehension?
- Literal: grouping information explicity stated in the text
- Interpretative: formulating ideas or opinions that are based upon the text read but not explicitly stated
- Applicative: connecting or intergrating new information, ideas, concepts, values and feelings with previous experience and knowledge
- Critical: synthesizing, analyzing, or evaluating the material read

CURRICULAR ATTRIBUTES

Stages of Reading

___ Skill Acquisition (K-3)
___ Fluency (4-6)
___ Reading to Learn (4-6)

Learning Materials of Reading

___ Textbooks
___ Newspapers
___ Trade Books
___ Encyclopedias
___ Short Stories and Novels
___ Poetry and Plays
___ Biographies and non-fiction books about our social, physical and moral worlds

Motivational Strategies For Reading

___ Interesting and curious topics
___ Reading to learn about our social, physical, and moral worlds
___ Self-selected reading materials
___ Adult modeling of reading
___ Opportunities to listen to stories that are read aloud
___ Silent, sustained reading

Special Needs Students

___ Special reading program in concert with regular reading program
___ Special reading services are in addition to regular reading program
___ To extent possible, students are reading same materials, and discussing same ideas and concepts as other students

Elements of Literature

___ Selections include poetry, drama, biography, fiction, non-fiction
___ Exploration of concepts of common heritage as transmitted through use of quality literature
___ Discussion and writing about ideas contained in literature
___ Guidance of reading selection through suggested reading list
___ Interaction of practicing authors and students

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

READING/LITERATURE

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Model Curriculum Standards: Grades Nine Through Twelve, Sacramento, CA: California State Department of Education, 1985.

ENGLISH/LANGUAGE ARTS
7-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ using a core of great literature to teach the significant human, ethical, cultural, and political issues and values in life?
- ___ developing assignments which engage students in reading, writing, listening, speaking and thinking?
- ___ using original whole works as a major part of the program?
- ___ using direct instruction to teach conventions of English?
- ___ setting rigorous and challenging demands and expectations?

Does the **assignment** engage students in:
- ___ taking part in discussions, panels, debates, and speeches on topics related to the central human issues found in the literature?
- ___ developing high-quality oral presentation skills?
- ___ responding actively to central literary works through writing, speaking and listening activities?
- ___ developing their high level thinking skills through analysis, synthesis and evaluation of what they are reading?
- ___ understanding and discussing the nuances as well as the larger meanings found in literature?

Are the **students**:
- ___ developing their own style of writing?
- ___ practicing critical listening in a variety of settings? (distinguishing between emotional and factual content)
- ___ confronting the complex issues in the literature through analyzing and summarizing the central themes?
- ___ engaging in comparing and contrasting activities?
- ___ discussing various interpretations of the work and making inferences concerning the author's meaning?
- ___ drawing conclusions and making judgments?
- ___ appreciating the techniques of effective expression in the literature?
- ___ learning about structural components as well as characterization and point of view?

CURRICULAR ATTRIBUTES

Communication Skills of English/Language Arts
- ___ Oral presentations
- ___ Integrated writing
- ___ Speaking and listening
- ___ Analysis, synthesis and evaluation of what is read
- ___ Discussion of nuances and larger meanings of literature through:
  - analysis of complex issues
  - comparison and contrast activities
  - inference of the author's meaning
  - drawing conclusions and making judgments
  - appreciation of techniques of effective expression
  - knowledge of structural components characterizations and point of view

Writing Process Skills
- ___ Prewriting and writing first drafts
- ___ Sharing drafts — receiving peer feedback
- ___ Revising and editing
- ___ Evaluating their writing according to standard conventions and criteria

Conventions of English
- ___ Grammar
- ___ Punctuation
- ___ Capitalization
- ___ Spelling
- ___ Vocabulary

Learning Experiences of Students
- ___ Discussions
- ___ Panels
- ___ Debates
- ___ Speeches

Source: **Elementary (1985) and Secondary Program Quality Criteria (1986),** Published by the California State Department of Education

ENGLISH/LANGUAGE ARTS

Resources and References

California State Framework and Criteria Committee for English Language arts. **English Language Arts Framework for California Public Schools: Kindergarten and Grades One Through Twelve.** Sacramento, CA: California State Department of Education, 1986.

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Model Curriculum Standards: Grades Nine Through Twelve, Sacramento, CA: California State Department of Education, 1985.

Roots, Growth, Fruition: Literacy and Literature for the ESL Student, Los Angeles, CA: OAIP, UCLA, Gayley Center.

WRITTEN LANGUAGE
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ using written standards and expectations for student writing?
- ___ asking students to use writing skills in their daily work?
- ___ teaching and modeling all eight stages or steps in the writing process?
- ___ including holistic and analytic assessment of student writing sample?

Does the **assignment** engage students in:
- ___ writing daily?
- ___ using the process skills of writing?
- ___ developing their high level thinking skills through analysis, synthesis and evaluation of what they are writing?

Are the **students**:
- ___ engaging in prewriting activities?
- ___ writing for a variety of purposes and audiences?
- ___ responding orally and in writing to other's writing?
- ___ revising their writing?
- ___ editing their own and other's writing?
- ___ evaluating their writing according to standard conventions and criteria (7-12)?
- ___ displaying and publishing their writing?

CURRICULAR ATTRIBUTES

Process Skills of Writing
- ___ **Prewriting** activities, such as storytelling or dramatic activities by teachers and students, brainstorming, clustering words and ideas, discussing issues and ideas, reading literature, and interviewing
- ___ **Writing** activities, such as writing for a variety of purposes and audiences; about a variety of topics related to reading (e.g., book reports), experiences (letters), observations (nature studies), and ideas (essays); and in a variety of forms such as stories, poems, drama, and expository compositions
- ___ **Responding** activities, such as whole-class and small-group response sessions, using reproduced copies of students' work; written responses to each other's writing; comparison of different versions of the same piece of writing; and consultation with individual students regarding their writing
- ___ **Revising** activities, such as adding detail, deleting repetition; clarifying voice, point of view, and audience; substituting and arranging; and using comments of peers and teachers
- ___ **Editing** activities, such as using an editing checklist; editing the works of peers and other individuals; using references of handbooks on usage, grammar, and other conventions of writing; and conferring with teachers
- ___ Activities that develop skill with the **conventions of writing,** such as prewriting exercises that generate vocabulary; direct teaching of the conventions as the need becomes evident in the student's writing; editing with the use of spelling and punctuation checks; exercises that make effective use of grammar and usage handbooks; practicing sentence-combining activities to illustrate sentence construction, variety, and ways of achieving economy of expression; and analysis of students' writing skills
- ___ **Evaluation** activities, such as evaluating student writing only after a final draft has been prepared, instructing students on how to evaluate their own writing and that of their peers, and classwide evaluating sample papers in class
- ___ **Post-writing** activities, such as displaying student writing on a bulletin board or in the community, publishing student writing in a school or community newspaper or in a classroom collection, exchanging student writing between classes or schools, and recognizing superior student writing through contests, awards, and announcements during assemblies

Conventions of Writing
- ___ Grammar
- ___ Punctuation
- ___ Capitalization
- ___ Spelling
- ___ Vocabulary

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986),** Published by the California State Department of Education

WRITTEN LANGUAGE

Resources and References

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Model Curriculum Standards: Grades Nine Through Twelve: Sacramento, CA: California State Department of Education, 1985.

ORAL LANGUAGE
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that relates to a necessary learning of oral language?
- ___ teaching and modeling correct language usage?
- ___ designing a student assignment which focuses on real life application of English?
- ___ listening and responding appropriately to student language in a manner which supports and encourages expanded use of language by the students?

Does the **assignment** engage students in:
- ___ using language for a variety of purposes: informing, learning, persuading, evaluating messages, facilitating social interaction, sharing feelings, and using imaginative, creative expression?
- ___ using language with a variety of audiences: classmates, teachers, peers, family, and community?
- ___ using language in a variety of communication forms: conversation, group discussion, interview, drama, public speaking, and oral interpretation?
- ___ using language in a variety of speaking styles?

Are the **students**:
- ___ presenting oral material through reports, drama, and speeches?
- ___ debating issues?
- ___ holding discussions on specific topics?
- ___ sharing ideas, experiences, and feelings?

CURRICULAR ATTRIBUTES

Balanced Listening and Speaking Contexts
- ___ Situations
  - informal
  - formal
  - interpersonal

Elements of Oral Language
- ___ Diction
- ___ Fluency
- ___ Intonation
- ___ Vocabulary
- ___ Syntax
- ___ Organization

Learning Experiences of Students
- ___ Choral reading
- ___ Readers' theater
- ___ Dramatic activities
- ___ Storytelling
- ___ Presentations
- ___ Reports
- ___ Debates
- ___ Speeches
- ___ Discussions

Source: **Elementary (1985) and Secondary Program Quality Criteria (1986)**, Published by the California State Department of Education

ORAL LANGUAGE

Resources and References

California State Framework and Criteria Committee for English Language Arts. **English Language Arts Framework for California Public Schools: Kindergarten and Grades One Through Twelve,** Sacramento, CA: California State Department of Education, 1986

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Model Curriculum Standards: Grades Nine Through Twelve. Sacramento, CA: California State Department of Education, 1985.

Roots, Growth, Fruition: Literacy and Literature for the ESL Student. Los Angeles, CA: OAIP, UCLA, Gayley Center.

MATHEMATICS
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that relates to a necessary learning of mathematics?
- ___ teaching and modeling a variety of problem solving approaches with an emphasis on multiple solution methods?
- ___ using concrete representations of new concepts before making transition to symbolic representation?
- ___ designing a student assignment which relates application of fundamental concepts to natural situations in and out of school?
- ___ designing a student assignment which requires the use of each stage of the problem solving process?

Does the **assignment** engage students in:
- ___ integrating as many of the strands of mathematics as possible in each class setting?
- ___ adding whole numbers, decimals and fractions?
- ___ using estimation skills and judging reasonableness of results?
- ___ using mental arithmetic for single-digit operations and simple manipulation?
- ___ using calculators for calculation of difficult operations or for efficiency?
- ___ using computer programs to calculate, simulate real situations and to perform experiments?
- ___ becoming mathematically powerful?

Are the **students**:
- ___ formulating and modeling problems?
- ___ screening relevant from irrelevant information?
- ___ organizing information?
- ___ making conjectures and testing their validity?
- ___ analyzing patterns and relationships?
- ___ using inductive and deductive processes?
- ___ identifying or evaluating alternative mathematical approaches?
- ___ finding and testing solutions?
- ___ interpreting results?
- ___ using the language of mathematics?
- ___ dealing successfully with problems?
- ___ extracting information from data?

CURRICULAR ATTRIBUTES

Balanced Math Curriculum Includes The Following Strands:
- ___ Number
- ___ Measurement
- ___ Geometry
- ___ Patterns and Functions
- ___ Statistics and Probability
- ___ Logic
- ___ Algebra

Problem Solving Stages of Mathematics
- ___ Problem Exploration
- ___ Formulation
- ___ Strategy Development
- ___ Solution Activity
- ___ Interpretation of Results

Problem Solving Strategies
- ___ Estimate
- ___ Look for a pattern
- ___ Write an equation
- ___ Guess and test
- ___ Work backward
- ___ Draw a picture or diagram
- ___ Make a list or table
- ___ Use models
- ___ Act out the problem
- ___ Solve a simpler but related problem

Learning Experiences of Mathematics
- ___ Participatory hands-on activities
  - calculators
  - manipulatives
  - dimensional figures
  - graphs/charts
- ___ Flexible work groupings
  - large groups
  - small groups
  - individual
  - cooperative learning groups

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

MATHEMATICS

Resources and References

Alternative Courses for Secondary School Mathematics, National Council of Teachers of Mathematics, 1985.

Cooperative County Course of Study K-12, 1984-1987, Alameda County Office of Education, 1984.

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Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, California State Department of Education, 1985.

Model Curriculum Standards, Grade Nine Through Twelve, California State Department of Education, 1985.

SCIENCE
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that: relates to a necessary learning of science?
- ___ teaching and modeling the scientific method?
- ___ teaching and modeling laboratory techniques?
- ___ designing a student assignment which focuses on real life application of the concept taught?
- ___ designing a student assignment which requires use of the process skills of science?

Does the **assignment** engage students in:
- ___ using the concept taught?
- ___ using the process skills of science?
- ___ developing alternative solutions?
- ___ solving open-ended problems?
- ___ manipulating material and equipment of science?

Are the **students**:
- ___ observing and recording natural phenomena inside and outside the school?
- ___ pursuing science projects involving teacher guidance and parent involvement?
- ___ using computational skills in recording and analyzing data?
- ___ using graphs and charts to summarize and portray data?
- ___ reading scientific writing?
- ___ writing research reports and the results of lab experiments?
- ___ presenting scientific material orally?
- ___ formulating experiments?
- ___ developing alternative solutions?
- ___ solving problems?

CURRICULAR ATTRIBUTES

Balanced Science Curriculum
- ___ Life, earth, and physical science
- ___ Interdependence of people and the natural environment
- ___ Historical development of science by persons and cultures of different backgrounds
- ___ Emphasize the process of science
- ___ Hands on activities (25% of instructional time)

Process Skills of Science
- ___ Observing
- ___ Communicating
- ___ Comparing
- ___ Organizing
- ___ Relating
- ___ Inferring
- ___ Applying

Learning Experiences of Science
- ___ Participatory (hands-on) activities
- ___ Field observations
- ___ Teacher demonstrations
- ___ Group experiments
- ___ Individual science fair projects
- ___ Use of variety of print and electronic media

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986),** Published by the California State Department of Education

SCIENCE

Resource and References

Characteristics of a Good Elementary Science Program: Part A - Principal's Checklist of Characteristics of a Good Elementary Science Program, Mechling, K. R.. and D. L. Oliver. Washington, D.C.: National Science Teachers Association, 1983.

Conditions for Good Science Teaching, Showalter, V.M., ed. Washington, D.C.: National Science Teachers Association, 1984.

Cooperative County Course of Study K-12, 1984-87, Alameda County Office of Education, 1984.

Science Framework Addendum for California Public Schools: Kindergarten and Grades One Through Twelve, Science Curriculum Framework and Criteria Committee. Sacramento, CA: California State Department of Education, 1984.

Science Education for the 1980s: A Planning and Assessment Handbook for Kindergarten Through Grade Twelve, Science Handbook Writing Committee. Sacramento, CA: California State Department of Education, 1982.

Science Framework for California Public Schools: Kindergarten and Grades One Through Twelve, California State Framework and Criteria Committee for Science. Sacramento, CA: California State Department of Education, 1978.

HISTORY – SOCIAL SCIENCE
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that relates to a necessary learning of history – social science?
- ___ teaching and modeling the democratic process?
- ___ designing an assignment which develops critical thinking and problem solving skills?
- ___ designing a lesson that applies knowledge of content?

Does the **assignment** engage students in:
- ___ active participation?
- ___ discussion?
- ___ team projects?
- ___ thinking skills?
- ___ controversial issues?

Are the **students**:
- ___ engaging in small group discussions, debates, and role playing/simulation to study the issues?
- ___ participating in local school government in civic activity and political issues?
- ___ engaging in individual and cooperative learning projects?
- ___ investigating and participating in current events that clarify historical and social concepts and theories?
- ___ studying the major events, places, and persons in history and government to gain an understanding of the key ideas, concepts and events of the human experiences?
- ___ using the community as a resource?
- ___ using computer simulations and data bases?

CURRICULAR ATTRIBUTES

Democratic Ideals K-6
- ___ Change
- ___ Conflict/conflict management
- ___ Cooperation
- ___ Equality of opportunity
- ___ Honesty
- ___ Interdependence of people
- ___ Respect for law and respect for others
- ___ Universal education

Basic American Values
- ___ Equality
- ___ Freedom
- ___ Legitimate authority
- ___ Private ownership of property
- ___ Respect for the individual
- ___ Rights and responsibilities
- ___ Social justice
- ___ Widespread participation in public policy

Critical Thinking Skills
- ___ Defining and clarifying the problem
  - identifies central issues or problems
  - Compares similarities and differences
  - determines which information is relevant
  - formulates appropriate questions
  - expresses problems clearly and concisely
- ___ Judging and utilizing information
  - distinguishes among fact, opinion, and reasoned judgment
  - checks consistency
  - identifies unstated assumptions
  - recognizes stereotypes and cliches
  - recognizes bias, emotional factors propaganda, and semantic slanting
  - recognizes value orientations and ideologies
- ___ Drawing conclusions
  - recognizes the adequacy of data
  - identifies reasonable alternatives
  - tests conclusions or hypotheses
  - predicts probable consequences

Social Participation Skills of History-Social Science
- ___ Taking the perspective of others; empathizing
- ___ Understanding multiple perspectives on societal phenomena
- ___ Examing concepts and feelings of self
- ___ Recognizing one's own biases
- ___ Seeing people as individuals rather than applying stereotypes
- ___ Balancing intellectual and emotional perspectives
- ___ Working in groups
- ___ Giving and receiving constructive criticism
- ___ Accepting responsibility and demonstrating respect for others

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986),** Published by the California State Department of Education

HISTORY – SOCIAL SCIENCE

Resource references

Cooperative County Course of Study K-12, 1984-1987, Alameda County Office of Education, 1984.

Critical Thinking in History-Social Science, California Assessment Program, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95802, (916) 322-2200

History-Social Science Framework for California Public Schools, K-12, California State Department of Education, 1981, 50 pages.

History-Social Science: Grade 8 Rationale and Content, California Assessment Program, California State Department of Education, 1985, 86 pages (applies to grades 4-8).

Model Curriculum Standards, Grades 9-12, California State Department of Education, 1985, pages HS 1-59.

Morrissett, Irving, editor. **Social Studies in the 1980's: A Report of Project Span,** Association for Supervision and Curriculum Development, 1982, 130 pages.

VISUAL AND PERFORMING ARTS
K-12

QUESTIONS TO ASK

Is the **teacher**:

___ providing instructional experiences addressing history, appreciation and production of the arts?
___ integrating the visual and performing arts into other areas of the curriculm including reading and literature, history, social science, math, science and English language arts?
___ designing a student assignment which enables students to express their own creativity and experience moments of exaltation?
___ exhibiting student art work throughout the school (K-12)? community (7-12)?
___ including western and nonwestern styles and traditions?

Does the **assignment** engage students in:

___ active participation?
___ using a variety of media (visual art)?
___ improvisation and plays (drama/theatre)?
___ using movement as a mode of expression (dance)?
___ listening and performing a wide variety of music (music)?
___ identifying fine arts traditions of their own and other cultures?
___ appreciating and enjoying works of art?
___ using art to express universal concepts?
___ developing their high level thinking skills through analysis, synthesis and evaluation of the arts?

Are the **students**:

___ learning to value own efforts to think imaginatively?
___ transforming personal experiences into original art works?
___ engaging in activities directed toward refining and mastering artistic skills and performance/production techniques?
___ understanding and appreciating the arts for lifelong involvement?
___ exhibiting their work publically?

CURRICULAR ATTRIBUTES

Visual and Performing Arts

___ Dance
___ Drama/Theatre
___ Music
___ Visual Arts

Learning Experiences — Dance

___ Developing body awareness, movement efficiency and control
___ Responding kinesthetically and creatively to a variety of stimuli
___ Expressing perceptions, feelings, and images through the elements of space, time, and force
___ Creating original movement in improvisations, short and long compositions
___ Observing, interpreting, critiquing and valuing aesthetically expression in dance

Learning Experiences — Drama/Theatre

___ Experiencing and responding to dramatic elements, action, characterization
___ Developing skills in storytelling, play making, acting, playwriting, and play production
___ Refining criteria for observing, disconcerning and judging theatre aesthetically

Learning Experiences — Music

___ Playing simple instruments including the human voice
___ Singing and/or playing a musical instrument before a group
___ Listening to, interpreting, and critiquing vocal and instrumental music
___ Presenting musical productions

Learning Experiences — Visual Arts

___ Expressing ideas, thoughts, and feelings using elements and principles of design in a variety of media
___ Developing visual and tactile perception and a written and spoken vocabulary for aesthetic valuing
___ Developing understandings and values about nature and quality of the visual arts within their historical settings
___ Expressing feelings through graphic symbols, using balance and contrast

Role of Arts to Culture

___ Reflected in ideals and values of a culture
___ Contribute to ceremonies and celebrations
___ Reflect contributions of various ethnic groups
___ Express personal values and ideals of an individual
___ Transmitted across generations

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

VISUAL AND PERFORMING ARTS

Resources and References

Cooperative County Course of Study K-12, 1984-87, Alameda County Office of Education, 1984

Model Curriculum Guide K-8 (draft), California State Department of Education, 1986

Model Curriculum Standards 9-12, California State Department of Education, 1985

Visual and Performing Arts Framework for California Public Schools, K-12, California State Framework and Criteria Committee for the Visual and Performing Arts. Sacramento, CA: California State Department of Education, 1982.

Dance:

Fowler, Charles B., **Dance as Education,** Washington D.C., American Alliance for Health, P.E., Recreation and Dance, 1978.

Drama/Theatre:

Hagen, Uta and Haskell Frankel, **Respect for Acting,** New York, Macmillian, 1973.

Music:

Instructional Objectives in Music, Boyle, J. David, Reston, VA: Music Educators National Conference, 1974.

Visual and Performing Arts Framework for California Public Schools: K-12, Sacramento, CA: California State Department of Education, 1981.

Planning and Equipping Educational Music Facilities, Gerdes, Harold P., Reston, VA: Music Educators National Conference, 1975.

Goals and Objectives for Music Education, Music Educators, Journal, Vol 57, December, 1970, pp. 23-26.

The School Music Program: Description and Standards, National Commission on Instruction, Reston, VA Music Educators National Conference, 1974.

Visual Arts:

Art Education: A Matrix System for Writing Behavioral Objectives, Brouch, Virginia M., Phoenix, AZ: ARBO Publishing Co., 1973.

Beyond Creating: The Place for Art in America's Schools, Getty Center for Education in the Arts, Santa Monica, CA: The Rand Corporation, 1985.

An Art Teacher In Every School?, Hatfield, Thomas A., Columbia, SC: Whitehall Publishers, 1983.

Art Objectives, Watson, Brent, Denver, CO: National Assessment of Educational Progress, 1971.

FOREIGN LANGUAGE
7-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that engages students in meaningful communication?
- ___ teaching and modeling correct language usage?
- ___ using proficiency level assessments for setting lesson and course objectives, listening, speaking, reading and writing interchanges?

Does the **assignment** engage students in:
- ___ meaningful communication?
- ___ listening, speaking, reading and writing interchanges?

Are the **students**:
- ___ using language in the receptive areas of listening and reading?
- ___ using language in the productive areas of speaking and writing?
- ___ identifying cultural universals the physical and psychological bases of cultural behaviors, and the unconscious ways in which they prejudge behaviors different from their own?
- ___ engaged in conversation that is spontaneous and unpredictable?
- ___ using the unique cultural features of the language and society?

CURRICULAR ATTRIBUTES

Language Interchanges
- ___ Obvious purpose in communicating
- ___ Personal significance in the content
- ___ Resolution of uncertainties as a result of communicating
- ___ Cultural features of language and society
- ___ Spontaneity and unpredictability in conversational communication

Learning Experiences in Foreign Language
- ___ Speak in the language to the maximum extent possible
- ___ Listen to the language daily
- ___ Read in the language to understand what is written
- ___ Speak in the language conducting meaningful, purposeful interchanges
- ___ Write in the language to send messages to other people

Curricular Areas of Foreign Language
- ___ Language functions
- ___ Structural differences
- ___ Vocabulary
- ___ Communications and/or graphic signals

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

FOREIGN LANGUAGE

Resources and References

Cooperative County Course of Study K-12, 1984-87, Alameda County Office of Education, 1984.

Learning Another Language Through Actions: The Complete Teacher's Guide, Asher, James J., Los Gatos, CA: Sky Oaks Productions, 1977.

Schooling and Language Minority Students: A Theoretical Framework, Krasher, Stephen D., Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1981.

The Foreign Language Framework for California Public Schools, the Point of View Statement for Modern Foreign Language Instruction, Model Curriculum Standards, Grades Nine Through Twelve, and Handbook for Planning an Effective Foreign Language Program, California State Department of Education, 1985.

The Total Physical Approach to Second Language Acquisition and Learning, Modern Language Journal LXI, No. 7 (November, 1977), pp. 325-337.

VOCATIONAL-TECHNICAL EDUCATION
7-12

QUESTIONS TO ASK

Is the **teacher**:

___ helping students to make meaningful choices about their careers?
___ providing and interpreting career information?
___ using the results of aptitude and interest tests to prepare individuals for:
- job entry
- job advancement
- advanced training
- job retraining
- entrepreneurship?

Does the **assignment** engage students in:

___ application of basic academic skills to hands-on tasks?
___ learning about various careers?
___ developing interpersonal, leadership, citizenship and occupational skills?
___ receiving vocational guidance and counseling services?

Are the **students**:

___ completing aptitude and interest tests for career?
___ participating in exploratory and general work experience education programs?
___ developing long and short range career plans with counselors and teachers?
___ practicing interview techniques?
___ learning work ethics of punctuality, accuracy, neatness and efficient and effective use of time?
___ learning concepts and skills common to a variety of occupations within an occupational cluster?
___ applying basic reading, writing, and math skills to practical tasks?

CURRICULAR ATTRIBUTES

Balanced Vocational Training

___ Awareness of careers
___ Exploration of jobs
___ Vocational guidance and counseling
___ Establishment of career goals
___ Employability skills
___ Development of personal skills
___ Job skills' clusters
___ General to specific job skills

Vocational-Technical Education Programs

___ Agriculture education
___ Office education
___ Marketing education
___ Consumer and homemaking education
___ Home economics related occupations
___ Industrial arts education
___ Technical education
___ Trade and industrial education

Learning Experiences of Vocational Education

___ Large-group instruction
___ Small-group instruction
___ Individual instruction
___ Laboratory work
___ Simulated job site work
___ Supervised job site work
___ Supervised occupational experiences at sites in the community

Vocational-Technical Organizations

___ Distributive Education Clubs of America, DECA
___ Future Business Leaders of America, FBLA
___ Future Farmers of America, FFA
___ Future Homemakers of America — Home Economics Related Occupations, FHA-HERO
___ Vocational Industrial Clubs of America, VICA

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

VOCATIONAL-TECHNICAL EDUCATION

Resources and References

Business Ownership in our Economy, California State Department of Education (draft), 1986.

Cooperative County Course of Study K-12, 1984-87, Alameda County Office of Education, 1984.

Model Curriculum Standards and Program Frameworks, Vocational Education — Agriculture, California State Department of Education, (draft), 1986.

Model Curriculum Standards and Program Frameworks, Vocational Education — Business and Office, California State Department of Education, (field test edition), 1986.

Model Curriculum Standards and Program Frameworks, Vocational Education — Health Careers, California State Department of Education, (draft), 1986.

Model Curriculum Standards and Program Frameworks, Vocational Education — Home Economics, California State Department of Education, (draft), 1986.

Model Curriculum Standards and Program Frameworks, Vocational Education — Industrial Technology, California State Department of Education, (draft), 1986.

Model Curriculum Standards and Program Frameworks, Vocational Education — Marketing Education, California State Department of Education (field test edition), 1987.

Model General Occupational Employability Skills, Department of Applied Behavioral Sciences, U.C. Davis, (draft), 1986.

HEALTH EDUCATION
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that relates to a necessary learning of health?
- ___ teaching and modeling principles of healthy lifestyle?
- ___ designing an assignment which encourages age appropriate self responsibility?
- ___ designing an assignment which focuses on real life application of information?

Does the **assignment** engage students in:
- ___ critical thinking?
- ___ decision making and problem solving?
- ___ communication with teacher and classmates?
- ___ group process?
- ___ discussion and interpretation of data or information?

Are the **students**:
- ___ engaging in small group discussions and role playing to study the issues?
- ___ engaging in individual and cooperative learning projects?
- ___ investigating and discussing current health issues as they relate to decision making for individuals and society?
- ___ involved in learning activities which include parents and community?
- ___ engaging in reporting, critiquing and discussing health information from a variety of contemporary sources?
- ___ able to make decisions in an organized process?

CURRICULAR ATTRIBUTES

Health Education Curriculum includes learning experience in:
- ___ Personal Health Habits
- ___ Nutrition
- ___ Mental Health
- ___ Substance Abuse Prevention
- ___ Family Life Education
- ___ Diseases and disorders
- ___ Health Care Resources
- ___ Safety and First Aid
- ___ Human development and aging

Steps of Decision Making
- ___ Identify the situation
- ___ Describe the alternatives
- ___ Examine the consequences
- ___ Act on the best possible choice
- ___ Learn from your experience

Responsible action
- ___ results from good decision making
- ___ is healthful, safe, legal, respectful of the attitudes and beliefs of self and others, and follows parent guidelines

Learning Personal and Social Skills for healthful living

A. Self Awareness
- ___ Developing self esteem
- ___ Developing self identity
- ___ Identifying and understanding feelings

B. Personal Development
- ___ Taking responsibility for self
- ___ Managing feelings
- ___ Caring for the physical self
- ___ Learning to make decisions
- ___ Setting goals

C. Social relationships
- ___ Communicating effectively
- ___ Developing effective relationship
- ___ Caring for others

Source: **Elementary (1985) and Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

HEALTH EDUCATION

Resources and References

Curriculum Framework Criteria Committee on Health, **Health Instruction Framework for California Public Schools,** California State Department of Education, 1978.

Carroll and Resnick, **Skills for Adolescents,** Quest National Center, 1985.

Meeks-Mitchess and Heit, **Focus on You (K-8), Health — A Wellness Approach (9-12),** Merrill Publishing Company, 1984 and 1987.

Ventura County Primary Prevention Program Development Committee, **Personal and Social Skills Framework,** Ventura County Superintendent of Schools Office, Document in Process, 1987.

PHYSICAL EDUCATION
K-12

QUESTIONS TO ASK

Is the **teacher**:
- ___ teaching an objective that relates to a necessary learning of physical education?
- ___ teaching and modeling a variety of problem solving approaches relating to human movement knowledge and skill acquisition?
- ___ teaching and modeling a positive attitude regarding the pursuit of an active lifestyle and personal fitness?
- ___ providing a safe, challenging and non-threatening learning environment?
- ___ designing a student assignment which requires application of human movement concepts to daily life?
- ___ designing a student assignment which challenges students to create movement sequences and develop an aesthetic appreciation of human movement?

Does the **assignment** engage students in:
- ___ acquiring a progressive sequence of skill acquisition and knowledge?
- ___ on-going active involvement in the development of movement skills and knowledge?
- ___ utilizing cooperative learning strategies to enhance skill development and social interaction?
- ___ applying learned skills and concepts to novel tasks?
- ___ planning a personal fitness program?
- ___ creating personal movement sequences?

Are the **students**:
- ___ actively participating on a daily basis?
- ___ improving personal fitness and pursuing an active lifestyle beyond the school day?
- ___ demonstrating confidence and competence while involved in movement tasks?
- ___ relating knowledge in physical education to other areas of the curriculum and daily life?
- ___ developing movement skills and knowledge in a wide variety of content areas?
- ___ cooperatively working with other students, and demonstrating positive social skills?
- ___ appraising personal progress and establishing realistic personal goals?
- ___ creating personal movement sequences?

CURRICULAR ATTRIBUTES

Goals of Physical Education:
- ___ Physical activity
- ___ Physical fitness and wellness
- ___ Movement skills and movement knowledge
- ___ Social development and interaction
- ___ Self-image and self-realization
- ___ Individual excellence

Balanced Physical Education Curriculum:
- ___ Rhythms
- ___ Dance
- ___ Basic movement skills
- ___ Physical fitness
- ___ Games and sports
- ___ Stunts and tumbling
- ___ Gymnastics
- ___ Aquatics
- ___ Combatives
- ___ Outdoor education

Learning Experiences of Physical Education:
- ___ Locomotor skills and knowledge
- ___ Non-locomotor skills and knowledge
- ___ Object manipulation
- ___ Social interaction skills and knowledge
- ___ Fitness skills and knowledge
- ___ Transfer and application of basic skills and knowledge to a wide variety of movement situations
- ___ Creating and performing complex movement patterns individually and with a group

Source: **Secondary School Program Quality Criteria (1986)**, Published by the California State Department of Education

PHYSICAL EDUCATION

Resources and References

AAPERD, **Physical Education for Secondary Students,** Reston, Virginia, Rev. 1985

Anderson, Bob, **Stretching for Everyday Fitness,** Shelter Publications, Inc., P.O. Box 279, Bolinas, CA 94924, 1980.

California State Department of Education, **Handbook for Physical Education,** California State Department of Education, 721 Capitol Mall, Sacramento, CA, 1978.

California State Department of Education, **Physical Education for Children in California Public Schools, Ages Four Through Nine,** California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, 1978.

Carnes, Cliff, **99 Awesome Elementary Physical Education Activities,** The Education Company, 3949 Linus Way, Carmichael, CA 95608.

Corbin, Charles B. and Ruth Lindsey, **Fitness for Life,** Scott Foresman, Dallas, Texas, 1979.

Dauer, Victor P. and Robert P. Pangrazi, **Dynamic Physical Education for Elementary School Children,** 8th edition, Burgess Publishing Company, 7108 Ohms Lane, Edina, Minnesota 55435, 1986.

Gallahue, David L., **Developmental Movement Experiences for Children,** John Wiley & Sons, New York, 1982.

Graham, George, Shirley Ann Holt-Hale, Tim McEwan, and Melissa Parker, **Children Moving: A Reflective Approach to Teaching Physical Education,** Mayfield Publishing Company, Palo Alto, CA, 1980.

Logsdon, Betty Jean, Luann Alleman, Dawn Clark and Sally Perent Sakola, **Physical Education Teaching Units for Program Development (K-3) (4-6),** Lea and Febiger, Philadelphia, PA 1985.

Petray, Clayre K. and Sandra L. Blazer, **Health-Related Physical Fitness: Concepts and Activities for Elementary School Children,** Bellweather Press, a division of Burgess International Group, Edina, Minnesota, 1986.

Urbina, Lonnie R., **Easy Movin',** Learning Research Unlimited, P.O. Box 616, Pasadena, CA 91102.

A variety of excellent physical education curriculum resources may be obtained through the following professional organizations:

American Alliance for Health,
Physical Education, Recreation and Dance
1900 Association Drive
Reston, Virginia 22091
(703) 476-3400

California Association for Health,
Physical Education, Recreation & Dance
2000 Marconi Avenue B2
Sacramento, CA 95821
(916) 922-3596